DOCUMENT RESUME

ED 246 315 CG 017 555

AUTHOR	Novak, Jan, Ed.; Dougherty, Barbara, Ed.
TITLE	Staying In...A Dropout Prevention Handbook, K-12. Workshop Edition.
INSTITUTION	Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE	Jan 81
GRANT	CETA-G5AD-81-969
NOTE	687p.; Some pages are marginally legible due to small print.
AVAILABLE FROM	Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 W. Johnson Street, Madison, WI 53706 ($32.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF04 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Community Action; Counseling Services; *Dropout Prevention; Individual Needs; Needs Assessment; *Parent Role; Program Evaluation; Teacher Responsibility

ABSTRACT

This handbook offers a variety of prevention and therapeutic services that can be tailored to meet the unique characteristics of a school and community. In section 1, an overview of the dropout problem and the comprehensive dropout prevention strategy are presented. In section 2, on needs assessment, data collection, objective selection, and program design are discussed. In Section 3, focusing on the individual, methods of identification and intervention are presented. In section 4, six categories of prevention approaches are discussed: tutorial; counseling/advising; work-related; alternative curriculum; parent involvement; and student-centered. In section 5, four areas relating to staff are discussed including the role of the regular classroom staff, the characteristics of the ideal staff person, common staff patterns, and the process and procedures of staffing a prevention effort. In section 6, the use of resources and facilities is addressed. Program evaluation issues and methods are addressed in section 7. In sections 8 and 9 the focus is on the establishment and maintenance of program support within the school and the community. In section 10, strategies and methods for involving parents in the prevention effort are presented. In section 11, the use of a community advisory committee is explored. Section 12, on educating the school and community in dropout prevention through inservice, concludes the handbook. References and sample tools and instruments are attached to each section. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224631 5

HARD COPY NOT AVAILABLE

STAYING IN. . .
A DROPOUT PREVENTION HANDBOOK
K-12

Project Director

Roger Lambert

Project Co-Directors & Editors

Jan Novak
Barbara Dougherty

Director, WVSC

Merle Strong

Project Staff

James Augustin
Anne Benisch
Susan Edison-Swift
Keith Ruzicka
Gabrielle Banick Wacker
Roger Klumb
Eleanor Wong
Connie Gee
Idon Openshaw

CG 017555

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Jan Novak
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

WORKSHOP EDITION

January 1981

Wisconsin Vocational Studies Center
University of Wisconsin-Madison

The research reported herein was performed pursuant to a contract with the (Wisconsin) Governor's Employment and Training Office, CETA Grant Number G5AD-81-969.

Limited initial distribution in Wisconsin of Staying In... was supported by the Wisconsin Department of Public Instruction, Bureau for Vocational Education Project 1-6543-G144, funded under the Vocational Amendments of 1976 (TL 94482). Reprinted by the Wisconsin Vocational Studies Center for general distribution.

Preface

Concern for the growing problem of youth dropping out of school is shared by educators, government officials, business, industry, labor, parents, and by the population at large. In response to increasing numbers of school dropouts and non-completers, a dropout prevention handbook (grades K-12) has been developed by the Wisconsin Vocational Studies Center (University of Wisconsin-Madison) under contract with the Wisconsin Governor's Employment and Training Office. This handbook offers many resources, tools, and guidelines that can be used by educators and program developers as they strive to meet the needs of potential dropouts. The handbook is based on the comprehensive K-12 dropout prevention strategy designed by the WVSC.

The first phase of the development of the dropout prevention strategy and handbook consisted of the WVSC's study of existing dropout prevention programs/activities, a review of literature and research, interviews with dropout prevention staff members, meetings with school administrators, contacts with community services providers, and meetings with a state advisory committee. Findings of these activities and a description of the methodology are presented in the previous publication Dropout Prevention in Wisconsin--Volume I: A Review of Programs and Activities (WVSC, 1979). Excerpts and highlights of Volume I are reported in the "Overview."

The second phase of the study focused on the actual development of the comprehensive and transportable dropout prevention strategy. Presentation of this strategy and its application at the local level are the emphases of this publication.

This comprehensive approach presented here *offers a variety of services, can be tailored to meet the unique characteristics of a school and community, and is both preventive and therapeutic in nature*. While our suggested strategy is school-based, we stress the importance of cooperative efforts of in-school and out-of-school parties to encourage students to remain in school and to support these youth in their efforts.

Jan Novak and Barbara Dougherty
Project Co-Directors

Roger Lambert
Project Director

Acknowledgements

The development of this handbook and dropout prevention strategy was made possible through the cooperative efforts of many individuals. We first would like to thank the Governor's Employment and Training Office for its support in the accomplishment of the project.

During the two phases of the study, numerous individuals, groups, and agencies supplied us with necessary information and data, much of which appears in this and two earlier publications. We would like to take this opportunity to thank the school district administrators and school staff, Department of Public Instruction, CESA's, Special Education Leadership Personnel, various community-based organizations, CETA Prime Sponsors, and Community Action Agencies for their assistance in our efforts. School administrators and staff who met with us during on-site visits are also gratefully acknowledged.

We also extend out appreciation to the members of the Review Panel who kindly read portions of the original text and offered valuable suggestions. Members of the Review Panel are recognized on page iii.

Special appreciation is expressed to the Advisory Committee members who donated their time to work with project staff. Each contributed in his or her own way and was most helpful throughout various project activities. These individuals are recognized on page iv.

Finally, we wish to thank Connie Gee, project secretary, for not only preparing materials for publication, but for her numerous support activities and overall conscientious performance.

R. L.
J. N.
B. D.

Materials Review Panel

Peter Bratz
Educational & Training Specialist
Sentry Insurance

Floyd Doering
Supervisor for Agriculture
Department of Public Instruction

Timothy Gavigan
Director, Instructional Services
Ripon School District

LaVeta Hansen
Instructor
Oconto High School

Cindy Huber
Program Coordinator
McFarland High School

Roger Kramer
Guidance Counselor, Acting Principal
Sparta High School

Vasant Kumar
Coordinator, Research, Grants & Contracts
Wisconsin Indianhead Technical Institute

David Larkin
Assistant Principal
Waupun High School

Terry Mehail
Supervisor in Guidance
Milwaukee School District

Joseph Pellegrin
District Administrator
Oshkosh School District

Paul Speight
Director, Special Projects
Department of Public Instruction

Robert Starms
Dean of Urban Concerns
Milwaukee Area Technical College

Marjorie Quandt
Program Instructor
Waupun High School

Carmen Thompson
Coordinator, Community-Based Educational Counseling for Adults
University of Wisconsin Extension-Madison

Margaret Wassmandorf
Director, Lutheran Social Services
Member, Governor's Council on Criminal Justice

Study of Dropout Prevention Programs--Phases II & III

Advisory Committee Members

Felipe Banuelos
Area Supervisor
United Migrant Opportunity
Services, Inc.

Peter Bratz
Education & Training Specialist
Sentry Insurance

Donald Brill
Assistant State Director
Wisconsin Board of Vocational,
Technical & Adult Education

Shelley Cary
Executive Director
Wisconsin Occupational Information
Coordinating Council

Patricia Chapman/Fred Muscavitch
Indian Manpower Council

John Christensen
Counselor
Madison School District

Jim Hutchinson
CETA Prime Sponsor
Rock County

Ed Kehl
Deputy Administrator
Job Service Division, DILHR

Vasant Kumar
Coordinator, Research, Grants &
Contracts
Wisconsin Indianhead Technical
Institute

Lee McMurrin
District Administrator
Milwaukee School District
(represented by Terry Mehail)

John Palmer
Dean, School of Education
University of Wisconsin-Madison

Joseph Pellegrin
District Administrator
Oshkosh School District

Cyrena Pondrom
Executive Director
Governor's Employment and
Training Office

Jack Riehl
Treasurer
Wisconsin AFL-CIO

Robert Sorenson
Director
Wisconsin Board of Vocational,
Technical & Adult Education

Paul Speight
Director, Special Projects
Department of Public Instruction

Robert Starms
Dean of Urban Concerns
Milwaukee Area Technical College

Dwight Stevens
Deputy Superintendent
Department of Public Instruction

Cal Stone, Specialist
Department of Curriculum & Instruction
(Dropout Prevention Research)
University of Wisconsin, Madison

Carmen Thompson
Coordinator, Community-Based
Educational Counseling for
Adults
University of Wisconsin Extension-
Madison

Margaret Wassmandorf
Director, Lutheran Social Services
Member, Governor's Council on
Criminal Justice

Terry Willkom
Deputy Secretary
Department of Health and Social
Services

Table of Contents

Preface . . . . page i

Acknowledgements. . . . . page ii

Section 1 - Dropout Prevention: An Overview

Section 2 - Assessing the Need for Dropout Prevention

Section 3 - Focusing on the Individual

Section 4 - Identifying Approaches for Dropout Prevention

Section 5 - Establishing Staff Roles and Staffing Patterns in Dropout Prevention

Section 6 - Utilizing Resources and Facilities

Section 7 - Evaluating Dropout Prevention Efforts

Section 8 - Establishing and Maintaining Support Within the School

Section 9 - Establishing and Maintaining Support Outside of the School

Section 10 - Involving Parents in Dropout Prevention

Section 11 - Facilitating an Advisory Committee for Dropout Prevention

Section 12 - Educating the School and Community in Dropout Prevention (Inservice)

Dropout Prevention: An Overview

Jan Novak
Barbara Dougherty

Dropout Prevention: An Overview

Introduction: Staying In...

Can you identify one or more of these problems in your school or community--

attendance?
truancy?
early school leavers?
discipline?
youth employment?
lack of basic skills?
lack of student motivation?

If so, you are not alone. These are only some of the problems that face educators and other individuals and groups serving our youth today. Efforts are currently being undertaken in many schools and communities to address these issues, including improving basic skills, decreasing truancy, increasing employability skills, and decreasing numbers of early school leavers.

Staying In...A Dropout Prevention Handbook, K-12 is a resource developed to help reach goals such as these. Staying In... is designed to aid the school and community help their youth stay in school. These materials focus on the wide range of complex factors that can cause a student to drop out of school, thus, the materials address many of the problems identified above. Experience and research indicate such factors are not independent variables, but rather factors that intertwine to cause frustration on the part of the educator, the student, the parent, and the local community. While there is no easy or single solution to help youth stay in, there are many attitudes, programs, and activities that can work toward this goal. Staying In... is a handbook to help the school and community better meet the needs of their youth and, specifically, to help their youth stay in school.

This introductory section presents an overview of the dropout problem and summarizes the comprehensive K-12 dropout prevention strategy designed by the Wisconsin Vocational Studies Center to help youth stay in...

Overview of the Dropout Problem

In the last three years over 46,000 Wisconsin youth left school prior to receiving a high school diploma. National estimates indicate that annually, approximately one million youth, age 14-24, leave school without a diploma. The apparent trend both in the nation and in Wisconsin is that the percentage of youth who fail to complete high school is increasing.

Understandably, concern for the growing problem of dropping out is shared by government officials, educators, business, industry and labor, and the population at large. In our complex and highly technological society, school dropouts are likely to encounter a series of costly personal difficulties and place undue economic and social burdens upon society. For example, youth who drop out of school frequently lack training and skills essential to finding a productive and satisfying or secure place in the work world and will cost society billions of dollars in lost income, government revenue, and welfare payments (Jones, 1977).

Statistics available from government agencies such as the Bureau of Labor Statistics and the Wisconsin Department of Public Instruction have documented the extent of the problem on both a state and national level. Research has adequately documented the characteristics of dropouts, their reasons for leaving school, and the consequences of their decisions (Kumar & Bergstrand, 1979; Novak & Dougherty, 1979). But little effort has been made to systematically examine the universe of ways in which schools and communities are attempting to deal with potential dropouts before they become statistics in the dropout records.

In response to increasing numbers of dropouts in the state, a comprehensive dropout prevention strategy has been developed by the Wisconsin Vocational Studies Center (University of Wisconsin-Madison) under contract with the Wisconsin Governor's Employment and Training Office.

The first phase of the development of the dropout prevention strategy consists of the Wisconsin Vocational Studies Center's (WVSC) study of existing dropout prevention programs/activities, review of literature and research, interviews with dropout prevention staff members, meetings with school administrators, contacts with community services providers, and meetings with a state advisory committee. Findings of these activities and a description of the methodology are presented in the previous publication Dropout Prevention in Wisconsin--Volume I: A Review of Programs and Activities (Wisconsin Vocational Studies Center, 1979). Excerpts and highlights of Volume I are reported in the "Attachment" to this section.

The second phase of the study focuses on the development of a comprehensive and transportable K-12 dropout prevention strategy for the school and community. Presentation of this strategy is the emphasis of this handbook. Before presenting the strategy, however, current issues relating to the dropout problem are addressed.

Are students dropping out of school today? Has any progress been made in reducing the dropout rates?

According to the Carnegie Council on Policy Studies in Higher Education (1979), the national high school graduation rate is approximately 75%, implying a national dropout rate of 25%. Data also suggest that national dropout rates continue to be higher for blacks and even higher for Hispanics than for whites.

Data reported by HEW's National Center for Educational Statistics reflect percentages of graduates and dropouts for a given school year. These data indicate the national dropout rate increased from 22.2% (1970-71) to 25.4% (1976-77) while the number of graduates decreased from 77.8% (1970-71) to 74.6% (1976-77) (cited in Neill, 1979).

The numbers of youth not completing high school are further illustrated in the findings of Ann McDougall Young, an economist for the Office of Current Employment Analysis, Bureau of Labor Statistics. Young estimates there are "approximately 5 million youth, age 16-24, who are not enrolled in school and who do not have a high school diploma" (cited in Neill, 1979, p. 29). Review of Young's findings also shows an increase during recent years in this "pool of youth." Table 1 indicates numbers of youth age 16-24 who are out of school without a diploma from 1973 to 1978.

Table 1

Youth Age 16-24 Out of School Without A Diploma

Year	Number of Youth
1973	4,721,000
1974	4,847,000
1976	4,981,000
1977	5,031,000
1978	5,113,000

(Neill, 1979, p. 29)

The Carnegie Council also cites increasing dropout rates and emphasizes the point that "no progress has been made in reducing the overall dropout rate since the mid-1960s" (1979, p.51).

Data reported by the Wisconsin Department of Public Instruction indicate that approximately 16,000 students left high school before graduating during the 1978-79 school year. This represents a 4.9% statewide high school dropout rate (Department of Public Instruction, 1980). Individual school districts, however, report high school dropout rates ranging from 0% to 19%. Following the national trend, the Department of Public Instruction also reports that in Wisconsin the number of high school students leaving school before graduating has gradually increased during the last 11 years.

Why do students stay away from school? Why do students drop out of school?

An underlying premise of Staying In... is that a student's decision to stay away from school or to drop out of school is a symptom of one or more underlying factors. These factors frequently are complex, sometimes extending to the family or home situation. Generally, a variety of factors combine to affect a student's attendance or participation at school. Recent studies indicate that these underlying factors may cause a student to feel he or she doesn't like school, thus, the problem may go beyond just "not liking school." The following reasons reported in response to "Why do students stay away from or drop out of school?" reflect the complexity of the answer.

Members of the American Association of School District Administrators who participated in a survey identified numerous factors affecting attendance. These factors are presented below in rank order according to the frequency of response:

curriculum
sports and extra-curricular activities
teacher/staff attitude
teacher quality
student attitude
parent attitude
student academic achievement
vocational programs
attendance policy
proper class placement
community attitude
school atmosphere
school-home relations
student motivation
home environment
alternative programs
counseling
in-school discipline
peer pressure (Neill, 1979, p. 21)

The specific reasons a student leaves school vary from student to student. This is supported throughout literature. A recent study by Kumar and Bergstrand (1979) focuses on non-completers in Wisconsin and examines why students leave school. Data collected through personal or telephone surveys of 966 high school non-completers illustrate the range of factors that can influence a student to drop out. Many reasons were given by the non-completers, with the more frequent responses including the following:

didn't like school	20% (of the respondents)	
work	13%	
academic deficiencies	12%	
pregnancy	6%	
school environment	5%	
personal or family problem	5%	
marriage	5%	
didn't see value of school	4%	
conflict with teachers	4%	
peer acceptance/pressure	4%	
to enter the service	4%	
suggested by the school	3%	
expelled by the school	2%	
transfer/moved	2%	
boredom/lost interest	2%	(p. 41)

Alvin Poussaint, Associate Professor of Psychiatry at Harvard University, is currently studying why students leave school. In a recent speech at a dropout prevention workshop in Minneapolis (Minnesota), he identified several *psychological* and *sociological* factors addressing why students drop out of school. Among them are:

- students are pushed out of school and let out of school
- integrated schools in South have pushed blacks out of the schools (segregated schools offered support network, teachers knew families, etc.)
- students don't have anyone to talk to
- students lack skills--anxiety in failure
- parents don't know how to provide support or an environment conducive to education (e.g., no quiet place to study at night)
- ineffective testing (students are labeled and tracked by testing; students don't understand purpose of tests)
- peer pressure and peer violence
- drugs and alcohol
- family problems
- involvement with police, courts, criminal justice system--no cooperation with schools for education

(continued)

- racial conflicts; racial tension
- busing (in Boston, number of dropouts increased with busing)
- financial problems (e.g., no money, clothes, shoes, etc.)
- suspensions and expulsions
- pregnancy
- marriage
- psychological problems
- little value of high school diploma (college graduates are taking jobs high school graduates formerly held)
- homicide
- television

(Poussaint, 1980)

Another question frequently asked is, "How do we know who is a potential dropout?" Studies generally identify factors that can be *indicators of potential dropouts at the secondary level,* including:

- absenteeism/truancy/frequent tardiness
- poor grades
- low math and reading scores; failure in one or more schools
- limited extra-curricular participation; lack of identification with school; expressed feelings of "not belonging"
- poor social adjustment; perhaps socially or emotionally disturbed
- low perceptual performance
- low self-concept
- inability to relate to authority figures
- verbal deficiency
- immature, suggestible, easily distracted, lack future orientation
- unable to tolerate structured activities
- unable to identify with other people
- failure to see relevance of education to life experiences
- gifted and talented students (frequently bored with school)
- family problems
- more mobile than other students

(Novak & Dougherty, 1979, pp. 9-10)

Many educators subscribe to the point of view that potential dropouts can sometimes be identified as early as the first grade. It has been suggested that when an elementary child fails a grade or fails reading, the teacher and district staff should be alert to the fact that this student needs special attention. Several factors that can be used as *indicators of potential dropouts by elementary school staff* include the following. It is noted that these indicators are also appropriate for use at the secondary level.

- failure of grade or failure in reading
- lack of basic skills; inability to read at appropriate grade level
- low educational level of parents
- siblings or parents have been dropouts
- disruptive behavior and rebellious attitudes toward authority
- excessively stressful home life
- low level of self-esteem
- absence of father from home

(Novak & Dougherty, 1979, pp. 9-10)

What role do school dropouts play in the youth employment problem?

Increasing attention is being focused on the relationship between one's high school graduation status and one's employment status. While there are numerous factors that can be attributed to whether or not an individual is employed, obtaining a high school diploma does appear to influence one's ability to join the work force.

A Vice President's Task Force on Youth Employment conducted a comprehensive review throughout 1979 of the youth employment problem. Findings highlighted in a resulting report (The Vice President's Task Force on Youth Employment, 1980) emphasize the role a high school diploma may play in one's employment status. In presenting background material for youth employment policy, the editors conclude:

> The diploma remains an important credential in the job market. Youth with high educational attainment levels are less likely to be unemployed than those with less education. (Section 9)

Figure 1 indicates the national unemployment rates for 16-24 year olds not enrolled in school. For whites, blacks and persons of Spanish origin, the unemployment rates were highest for those identified as "high school dropouts" compared to "high school graduates, no college," "college, 1 to 3 years," and "college graduates."

The conclusion was also drawn that more education means more income:

> More educational attainment yields greater earnings for youth. For both males and females, college graduates commanded a salary which is about twice that of employed youth with eight grades or less of schooling. (Section 9)

This conclusion is supported by data in Figure 2 that compares the median annual income (1976-1977) for males and females according to years of school completed. For both males and females, the median annual income increases with the number of years of school completed, "8 years or less" reporting the lowest incomes.

A recent follow-up study in Wisconsin determined the current occupational status of high school non-completers (1967-1976). Kumar and Bergstrand (1979) report that:

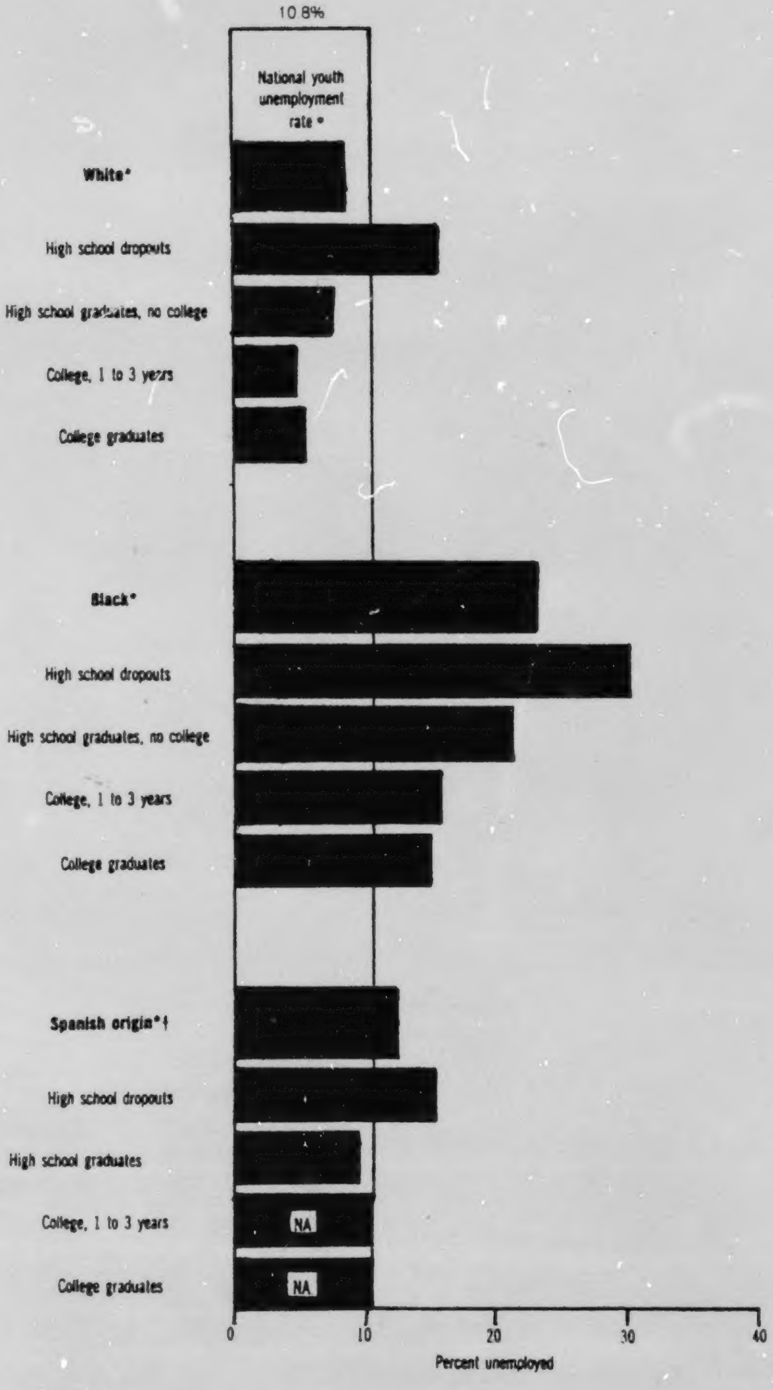
> While most (68%) non-completers are working either full or part time, the rate of unemployment (10%) among high school non-completers is much higher than the general population (p. iv).

How do schools address dropout prevention?

Nationwide, school districts are using a variety of approaches to reduce dropout rates. The underlying theme of many programs is to let students experience success and improve their own self-image. Frequently, this involves helping students set short-term, attainable goals. The types of programs and activities identified include the following:

- remedial classes and basic skills classes
- reading programs
- tutoring programs
- motivational development activities
- alternative education programs or schools
- work experience activities

FIGURE 1 **MORE EDUCATION REDUCES THE CHANCES OF UNEMPLOYMENT — 1978**

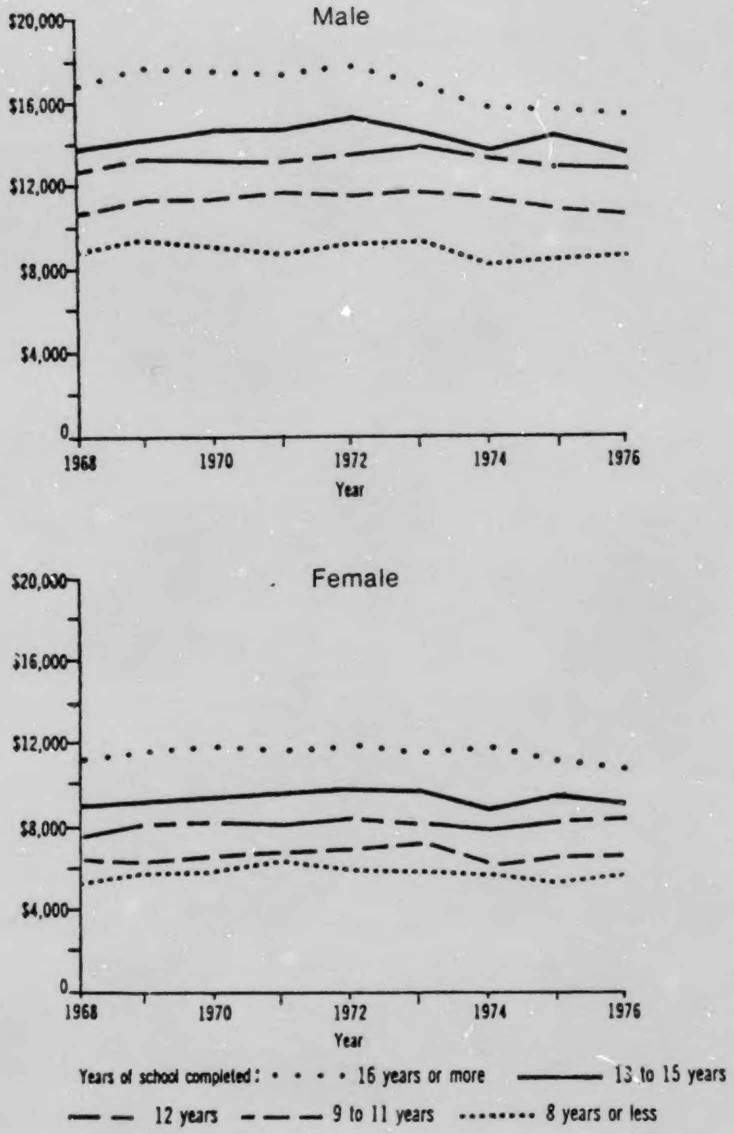


*16-to 24-year olds, not enrolled in school
†Regardless of race
NA Not available

SOURCE: National Center for Education Statistics, *The Condition of Education,* 1978

FIGURE 2 **MORE EDUCATION MEANS MORE INCOME**

MEDIAN ANNUAL INCOME IN CONSTANT (1976-1977) DOLLARS



SOURCE: National Center for Education Statistics, The Condition of Education, 1978

- on-the-job training
- counseling activities
- parent involvement
- self-awareness classes
- school age parents programs
- work-study programs
- career education activities
- vocational/occupational education activities and classes
- evening and/or weekend classes

Studies indicate that similar types of programs and activities are being made available to potential dropouts in Wisconsin as well.

Generally, educators say that dropping out, along with truancy and absenteeism, are complex problems "which defy easy solution" (Neill, 1979, p. 63). This leads to the conclusion that there is no single answer or easy answer to dropout prevention.

One school system that has identified general characteristics of successful dropout prevention programs is the Denver Public School System. The district states that a dropout prevention program

> ...should be tailored to fit the pupil needs of a particular school and, within the school, of each participating pupil...A determination should be made of the reasons for pupils dropping out of a particular school. Based on these reasons, a program should then be constructed, implemented, evaluated and modified as necessary.

The district concludes that dropout prevention must "begin at the primary level and continue through the secondary years" (Neill, 1979, p. 63).

In responding to the dropout problem, it is also necessary to look at student reactions, that is, what potential dropouts and dropouts feel could be changed in the schools to make them want to remain in school. Table 2 identifies non-completers' suggestions of ways the educational system/school could have better served them. The responses are from a recent study of non-completers in Wisconsin. These suggestions indicate

Table 2

Non-Completers' Suggestions of Ways
Educational System Could Have Better Served Them
N=1163

Suggestions:	1967-8		1972-3		1975-6		TOTAL	
	N	%	N	%	N	%	N	%
Make curriculum more practical	37	23	34	23	126	23	267	23
Help develop talents and abilities	21	13	48	13	72	12	150	13
Plan for special needs	26	16	53	15	70	13	170	15
Emphasize vocational programs	18	11	47	13	53	10	128	11
Help locate jobs	9	6	28	7	60	11	107	9
Provide more career counseling	17	11	38	11	71	13	135	12
Other	32	20	60	17	35	16	206	18

Kumar & Bergstrand, 1979, p. 53

that the total program, especially a dropout prevention effort, must involve meeting the needs of individual students and offering a variety of meaningful opportunities/services to potential dropouts.

A Comprehensive Dropout Prevention Strategy

Need for a Comprehensive Approach

Because of the multitude of reasons why students drop out of school, the individual needs of the student, and the unique factors influencing the local environment and setting, no one program is appropriate for every school, student, and/or community. Therefore, a comprehensive K-12 dropout prevention strategy that provides certain basic elements, yet allows the local school and community to choose and adapt the elements to meet their specific needs, has been designed by the Wisconsin Vocational Studies Center. Recognition of the need for this flexible approach is based upon (1) the characteristics of the potential dropout, (2) studies of existing dropout prevention efforts, and (3) the divergent natures of local school districts.

This comprehensive approach is multi-dimensional in that it offers a variety of services, can be tailored to meet the unique characteristics of a school and community, and is both preventive and therapeutic in nature. While our suggested strategy is school-based, we stress the importance of both in-school and out-of-school cooperation to encourage students to remain in school and to support these youth in their efforts.

The problem of school dropouts is not merely an academic one. It is a problem that reaches into the labor market, social service networks, and other facets of our society. Dropouts cut across all ethnic, social, and geographic lines, and they drop out for a multitude of reasons. The findings of the WVSC's study will help administrators, teachers, and other interested persons in the community implement school-based strategies which help the potential dropout to complete high school.

The results of the WVSC study of dropout prevention served as the informational base in the development of the dropout prevention strategy. This strategy, presented in this publication, can be adapted and implemented by the *local* school and community. In presenting an overview of the dropout prevention strategy, several of the key concepts upon which it is based are highlighted.

Major research efforts to determine why a student decides to leave school have concluded that the nuclear family, peer group, community, family-friend system, school, and individual are all significant influences that vary from student to student. Reasons given by the students for leaving school before graduation range from "didn't see the value of school" to "personal, family problems" and "conflict with teachers," underscoring the variance in student perceptions (Novak & Dougherty, 1979). Other research has repeatedly demonstrated that the characteristics of potential dropouts are distinct and varied. Such descriptors as "verbally deficient," "overage for grade," "lacking basic skills," "exhibiting disruptive behavior," and "withdrawn" only hint at the wide range of problems of potential dropouts. An analysis of influences, expressed reasons, and characteristics allows no other conclusion than dropouts are individuals requiring a variety of services.

Dropout prevention strategies must also reflect the fact that school districts can be vastly different. For example, in Wisconsin 50% of the districts have student enrollments under 1,000. Most of these districts are rural, isolated, and often extend up to 100 square miles. At the other end of the spectrum are nine urban districts that represent 26% of the school population in the state. Examination of these urban districts reveals that each differs as much from the others as it does from rural districts. Clearly a prescription for dropout prevention cannot fail to account for the differences among school districts.

Many dropout prevention techniques actually focus on the "therapeutic" treatment of a potential dropout after certain "symptoms" appear. Studies indicate that too frequently trying to treat the symptoms of 16- or 17-year-olds is only a "band-aid measure." While these techniques can be successful at times, they often do not combat the underlying problems of the potential dropout until it is often too late. At this age, dropping out of school can be far easier for the student than remaining in school.

The dropout prevention strategy developed and presented here includes prevention oriented techniques and methods that combat the factors underlying a student's dropping out of school. Ability in reading skills, other basic skills, and social skills are extremely important in grades K-12. A good or positive concept of oneself is also reported to be crucial along with the development of positive relationships and the opportunity to experience success. These abilities and attitudes need to be developed by the family and community in early childhood. Likewise, educators need to help students in these areas beginning in kindergarten. Many educators conclude that it is essential to prevent early failure in school. Special or individualized help at an early age can alleviate the need to pursue a "band-aid" approach with juniors and seniors in high school. Provision of a supportive climate for differing needs and abilities and helping all students to feel good about themselves can all be emphasized, beginning with the first day of school.

While students can be identified as potential dropouts in the early grades, it is pointed out that identifying primary grade children as needing special help does not mean that these children need to be specifically labeled as potential dropouts. Preventive actions at this level include allowing every child to experience success at something in school. A feeling of success - which need not necessarily be academic success - is important in keeping children interested in school and in motivating them to come to school.

Characteristics of a Comprehensive Strategy

To effectively encourage and help students to stay in school, it is necessary that a dropout prevention strategy:

- centers on the students
- serves all students
- offers a comprehensive scope of services
- coordinates resources and personnel (both in-school and out-of-school)
- translates or transports to various school settings and school populations
- incorporates feedback and evaluation information into the system for improvement

Centers on the Student. The broad goal of any dropout prevention strategy is to help students stay in school. It follows that the programs and activities implemented must focus on students. It has already been stated that the needs of the students will vary due to the complex nature of one's decision to leave school. A student may need help in improving basic skills, experiencing success, gaining socialization skills, adjusting to a home situation, understanding oneself, or learning job skills. A comprehensive dropout prevention strategy needs to take all these needs into account. Students cannot be forced to fit into a program or activity - the activity must be designed around the needs of the students.

Serves All Students. Student needs have been defined as the focal point of the dropout prevention strategy. Each student must be helped to stay in school and to be prepared for his or her next step beyond graduation - such as employment. Needs differ from student to student, school to school, and community to community. Special objectives and techniques may have to be recognized for particular groups of students, e.g., minorities, rural students, urban students, students in need of medical attention, gifted and talented students, students in need of financial assistance, and students in need of help with their family situation. A comprehensive dropout prevention strategy allows for the needs of all students served in all situations.

Offers a Comprehensive Scope of Services. The reasons students give for dropping out of school cover a wide range of factors. To be comprehensive, the dropout prevention strategy must address these factors. Educational or instructional services may need to be available to students. These can be offered in several forms, including work on basic skills, tutoring, study skills, special classes, or help with specific courses. Guidance services are often needed to help individuals determine their own needs, to develop their life purpose, to adjust to others, or to assess their own potentials and interests. Additional support services addressing needs such as financial assistance or medical attention can also be included in a comprehensive dropout prevention strategy. Also, the strategy must include both preventive and therapeutic services if it is to be truly comprehensive.

Coordinates Resources and Personnel. Although many services may be available in a community, the potential dropout may not look to these for help. Those individuals operating and coordinating the dropout prevention strategy need to coordinate the activities of teachers, counselors, administrators, librarians, health professionals and other support staff. This coordination will help to develop and operate an effective system which incorporates the services from out-of-school providers, both formal and informal. The coordination of all community resources takes a great and intense effort, but the work can result in more comprehensive services with less unnecessary duplication of services.

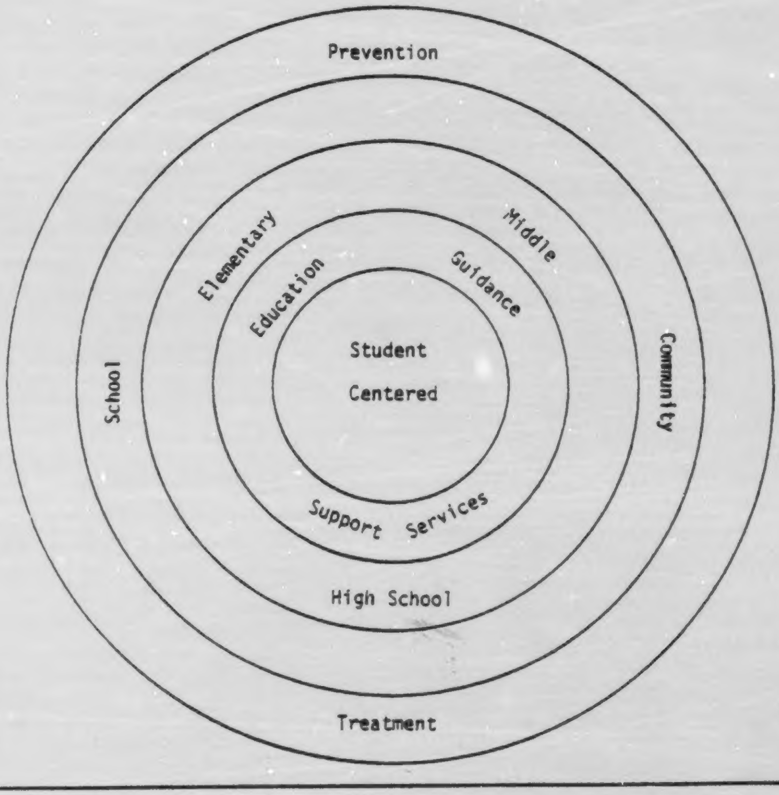
Incorporates Feedback and Evaluation Into the System. There needs to be a mechanism for incorporating feedback and evaluation information into the system for improvement. This follow-through aspect needs to look at overall evaluation of the strategy as well as evaluation of the specific programs and activities operating in grades K-12. Evaluation and feedback are an effective means for program/activity improvement and modification. Such activity is crucial in the successful operation of the dropout prevention activities.

Elements of the Comprehensive K-12 Strategy

Preventive and therapeutic approaches, along with a comprehensive range of services, need to be implemented in grades K-12 at the local level in order to combat the dropout problem in a coordinated and comprehensive manner. Figure 3 illustrates the design of the suggested dropout prevention strategy, incorporating the basic elements addressed.

Figure 3

Elements of a Comprehensive K-12 Dropout Prevention Strategy for the School and Community


Prevention
Elementary
Middle
Education
Guidance
School
Student
Centered
Community
Support Services
High School
Treatment

First, it is student-centered; that is, it is designed so that the unique needs and characteristics of the individual are considered. Second, it offers a variety of services and activities falling under the broad areas of education, guidance, and support services. Third, the strategy includes techniques and methods at all levels in grades K-12. Fourth, these activities and services are provided for students through both the school and the community. In defining the "community," we include the home, parents, social service agencies, business and industry, post-secondary schools, religious organizations, CETA prime sponsors, labor organizations, and various educational or service providers. This element addresses the commitment to dropout prevention, that is, the offering/availability of resources and techniques cannot and should not be left entirely up to the school. Finally, the concept of both preventive and therapeutic activities encompasses the total structure. The dropout prevention strategy presented is based on a total effort of community and educators working together to make a significant impact on potential dropouts, now and in the future.

In addressing these elements and to assist the school and community, eleven components have been identified to serve as a base for the implementation of the comprehensive dropout prevention strategy. These eleven basic components are recommended for consideration when addressing dropout prevention in the local setting. The components are:

- assessing the need for dropout prevention
- focusing on the individual
- identifying approaches for dropout prevention
- establishing staff roles and staffing patterns in dropout prevention
- utilizing resources and facilities
- evaluating dropout prevention efforts
- establishing and maintaining support within the school
- establishing and maintaining support outside of the school
- involving parents in dropout prevention
- facilitating an advisory committee for dropout prevention
- educating the school and community in dropout prevention

The subsequent sections in this handbook address each of these components.

It is noted that additional dropout prevention materials, including a sound filmstrip series, are available from the Wisconsin Vocational Studies Center. The publications and filmstrip package are appropriate for use by and/or with school personnel and community members.

Dropout Prevention at the Local Level

Tailoring Dropout Prevention to the Community

The specific dropout prevention approach(es) selected from the comprehensive strategy and developed within a school district will be influenced by several factors. These factors include: characteristics of the students identified to receive services, characteristics of the community in which the programs and activities will operate, setting and characteristics of the school(s) and education system, and legal and ethical considerations. The scope of the approach to dropout prevention, the types of programs and activities implemented, and the people involved at all levels will reflect a different orientation to the role of dropout prevention, and ultimately, to the goals and objectives established for dropout prevention. The people developing the dropout prevention strategy must be sensitive to the broad consequences of the strategy and commited to the specific programs and activities implemented.

> *Students Identified for Service*. A dropout prevention strategy (and the specific programs and activities) must be designed to serve those students identified as potential dropouts. Differing backgrounds, needs, experiences, and attitudes influence decisions on program/activity priorities and design. The future role and goals of these students must also be considered.
>
> *Characteristics of the Community*. The characteristics of the community in which the strategy will operate also influence the design and structure of programs and activities. Variables such as rural or urban base, rate of unemployment, job opportunities, and availability of various services (both in- and out-of-school) need to be considered. The prevailing attitudes toward dropouts, education, and dropout prevention also affect the overall strategy implemented. These attitudes must be considered during the development of the approach, during the solicitation of community support, and in the work with the students.
>
> *Setting and Characteristics of the School(s)*. The setting and characteristics of the school(s) and the educational system will affect the overall strategy. This includes not only the physical setting but also the resources, staff abilities, cooperation between staff members, staff and student attitude toward potential dropouts, availability of complimentary services (e.g., counseling, career education, special interest activities,

and job placement system), and funding sources available to carry out the commitment to dropout prevention.

Legal and Ethical Aspects. Educators must also consider the legal and ethical aspects of providing services to students. For example, compulsory attendance laws may need to be addressed. Ethical considerations in dropout prevention go beyond what is prescribed by law and include the commitment of the community to education. Such considerations focus on the impact a dropout prevention strategy will have both on students and on the broader community.

Implementing the Dropout Prevention Strategy

Implementation of the recommended dropout prevention strategy and components involves four basic activities: (1) acceptance of strategy, (2) identification of specific dropout prevention components, (3) implementation of delivery system, and (4) evaluation. These activities can be followed by any school/community.

These activities, described here, are also illustrated in Figure 4.

Acceptance of Strategy

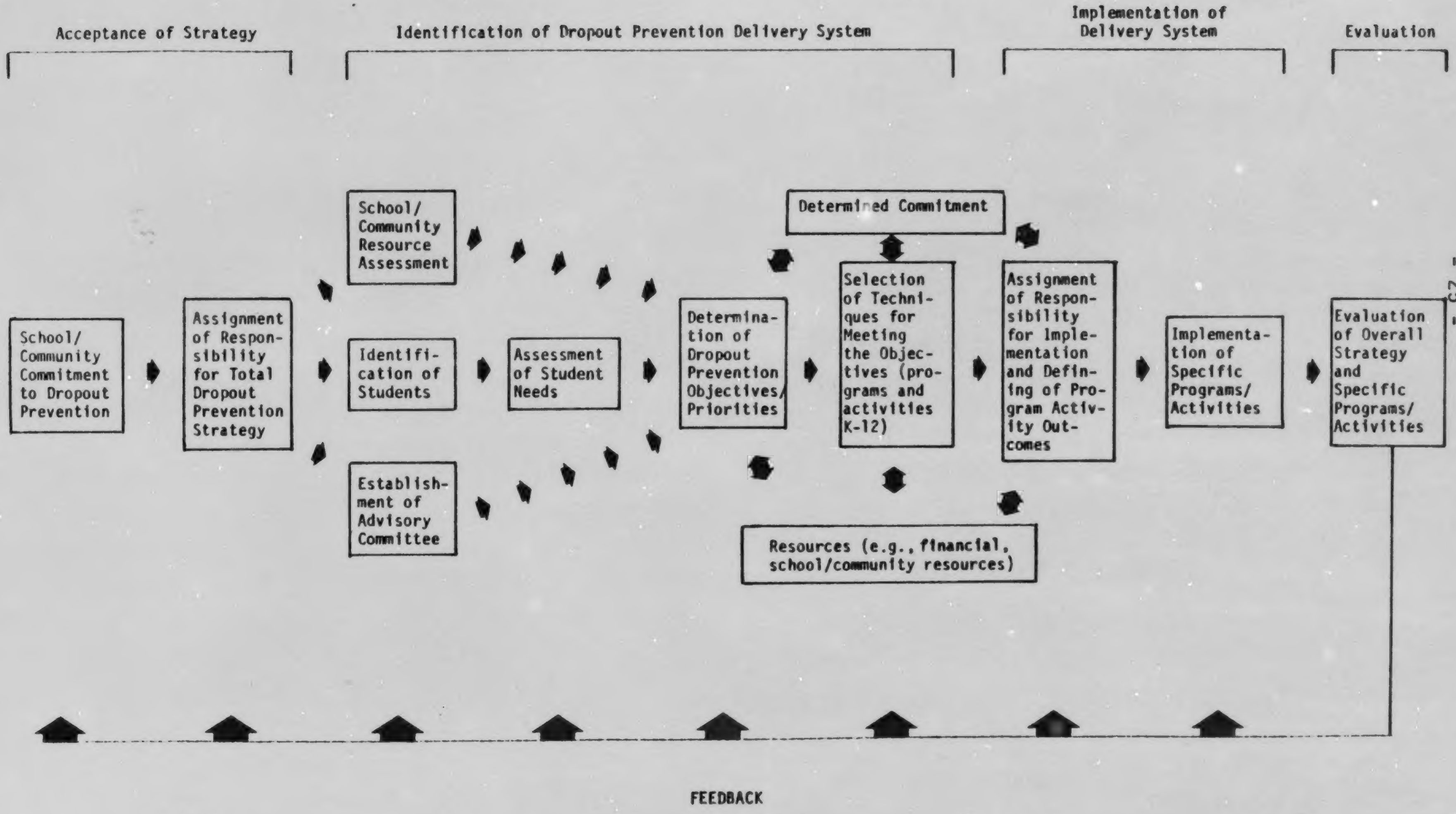
- The school(s) and community establish and determine their commitment to dropout prevention.
- The responsibility for the total dropout prevention strategy is assigned.

Identification of Dropout Prevention Delivery System

- The population of potential dropouts to be served is identified.
- The needs and competencies of these students (potential dropouts) are assessed (grades K-12).
- The school and community are assessed to identify existing resources and services which can help students stay in school.
- An advisory committee is established to serve as consultants to the strategy and as linkages to the school and community.
- Objectives and priorities for the dropout prevention strategy and programs/activities are established (taking into consideration the determined commitment of the school/community, student needs, and available resources).
- Techniques for meeting the objectives are selected, i.e., the mix of services and personnel that can most effectively and efficiently work toward dropout prevention are organized in terms of programs and activities in grades K-12.

Figure 4

PROCEDURES FOR IMPLEMENTING DROPOUT PREVENTION COMPONENTS


Acceptance of Strategy
Identification of Dropout Prevention Delivery System
Implementation of Delivery System
Evaluation
School/Community Commitment to Dropout Prevention
Assignment of Responsibility for Total Dropout Prevention Strategy
School/Community Resource Assessment
Identification of Students
Establishment of Advisory Committee
Assessment of Student Needs
Determination of Dropout Prevention Objectives/Priorities
Determined Commitment
Selection of Techniques for Meeting the Objectives (programs and activities K-12)
Resources (e.g., financial, school/community resources)
Assignment of Responsibility for Implementation and Defining of Program Activity Outcomes
Implementation of Specific Programs/Activities
Evaluation of Overall Strategy and Specific Programs/Activities
FEEDBACK

Implementation of Delivery System

- Responsibilities for specific programs and activities grades K-12 are assigned and outcomes for specific programs/activities are defined.
- The specific dropout prevention programs and activities are implemented in grades K-12, both in the school(s) and community.

Evaluation

- Evaluations are made of the objectives for the overall strategy and the specific programs/activities.
- The results of the evaluation are incorporated into the design of the overall dropout prevention strategy and specific programs/activities, grades K-12.

Attachment

Attachment

Excerpts from Dropout Prevention in Wisconsin-- Volume I: A Review of Programs and Activities

The principle objective of the study (Phase I - summarized here in the "Attachment") was to identify and catalogue the entire array of current programs and activities in Wisconsin which are specifically designed to help potential dropouts successfully complete high school. This first study provided the informational base for the comprehensive dropout prevention strategy involving students, school, parents, and community presented in this publication.[1]

It is emphasized that the following description of Phase I methodology, data sources, and results merely highlight the comprehensive findings presented in Dropout Prevention in Wisconsin --Volume I: A Review of Programs and Activities.

Method and Data Sources

Many school and community programs and services may function to keep individual students from dropping out of school, even though they have been designed and operated without that specific intention. Vocational education classes and athletic programs are commonly cited examples. This study sought to place some boundaries on its statewide investigation by focusing upon activities which are specifically intended to help potential dropouts complete high school. Consequently, one of the first tasks of the study was to develop a definition of the term "dropout prevention activity" which would adequately convey information needs to information sources. Based upon a literature review and suggestions from an advisory committee, dropout prevention activity was defined as any guidance or instructional strategy, service, or program which is specifically intended to prevent students from leaving school prior to high school graduation.

The broad scope of the study objective required a multifaceted approach to data collection. Telephone surveys, mail surveys, site visits, and desk reviews of reports and other documents were all used to identify current dropout prevention activities in the state.

---

[1] Both studies funded by the Wisconsin Governor's Employment and Training Office.

Five major populations were contacted regarding dropout prevention activities provided by their institutions and agencies. These populations were 1) school district administrators, 2) Cooperative Educational Service Agency administrators, 3) Special Education Leadership Personnel, 4) community-based agency directors and coordinators (individual Community Action Agencies), and 5) CETA Prime Sponsors. A somewhat different data collection procedure, based upon characteristics of the population and the type of agency or institution represented, was used with each group.

School District Administrators

A telephone survey of all school districts in Wisconsin was conducted to: 1) identify school-sponsored activities, 2) collect descriptive information on programs identified, and 3) identify agencies and organizations outside the school system which sponsor dropout prevention programs. The survey instrument consisted of twenty-two items; some were structured response items and others were open-ended questions. Information sought included the number and characteristics of the student population served by the activity, links with the community, funding sources, and evaluation results. Districts which identified activities were asked to mail copies of reports and other descriptive documents to the investigators.

A letter describing the study and the upcoming interview preceded the telephone survey so that administrators would be prepared to respond to the 22 questions. Seven interviewers obtained responses from all 427 school districts in Wisconsin over a six week period during June and July of 1979. Every effort was made to initially speak with the district administrator; in some districts referrals were made to assistant administrators, directors of instruction or guidance, federal program coordinators, or other individuals with more knowledge of the district's dropout prevention efforts.

Each district's response regarding school-sponsored activities was verified by letter. A brief description of the activity, extracted from the responses to the telephone survey and any printed information which had been sent was enclosed. In districts without dropout prevention activities (as the project had defined them), a letter was sent which reiterated the purposes of the study and asked for verification of that response. Several additional programs were subsequently identified by this follow-up procedure. Interviewers also contacted community sponsored activities which were identified, using a mail survey instrument constructed for administrators of such programs.

Cooperative Educational Service Agency (CESA) Administrators

The administrators of all 19 CESA offices were contacted by telephone, using the items on the telephone survey for school districts, with several minor modifications. CESA's are regional offices which function as a liaison between member districts and the State Department of Public Instruction. They provide cooperatively, needed services to school districts by contract with district boards and serve as a catalyst for improving education. CESA responses were also verified by mail.

Special Education Leadership Personnel

While many potential dropouts are youth with Exceptional Educational Needs (EEN), programs serving EEN youth are not necessarily school-based. Consequently, all Special Education Leadership Personnel identified by the Department of Public Instruction were also contacted. A mail survey was used to obtain their responses regarding programs that address the needs of potential dropouts beyond mandated services. Responses to the two-page survey concerning dropout prevention activities were verified using a procedure similar to that used to confirm school district responses.

Community-Based Organizations, CETA Prime Sponsors, and Community Action Agencies

Community-based organization directors, the ten CETA Prime Sponsors in Wisconsin, and all Community Action Agency Executive Directors were surveyed by telephone. A two-page mail survey was sent to administrators of dropout prevention programs or activities identified by these groups. Information similar to that obtained on school-sponsored programs was solicited. Responses were verified by mail, using an annotation procedure like that used for programs identified in the survey of school districts. Telephone follow-ups of some community-based activities yielded supplemental dropout prevention information.

In-Depth Reviews

Thirty programs and activities were selected from those identified through the school district survey for an investigation of effective ingredients in dropout prevention. These programs were selected after careful examination of the following:

.district demographic data

.district dropout rates

.formal program documents (e.g., evaluation reports, curriculum guides)

.student population served (e.g., ages, numbers served, service to minorities)

.unique features

.representative of a frequently cited strategy

.number of years in existence

On-site reviews were fact-finding rather than evaluative. Open-ended interview questions were designed to elicit information without suggesting a bias which would constrain respondents. District Administrators were asked five broad questions focusing on the community and dropout prevention. Twenty questions seeking specific program information were used in interviewing program directors and coordinators. Students were also interviewed in instances where they were available.

Twenty-five sites were selected for visits which were scheduled to minimize travel and conserve time and fuel. Two or more interviewers visited each site to facilitate recording of information provided in response to the questions. Teachers, guidance counselors, principals, and other interested personnel frequently joined the interviews with activity coordinators to add their perspectives.

The twenty site interview questions were also employed in completing five desk reviews. The information base for these reviews included proposals, evaluation reports, and other written materials supplied by the individual school districts.

Responses to the surveys and detailed reviews were separately tabulated to provide a summary perspective of dropout prevention efforts in Wisconsin. Characteristics of these activities and the factors perceived by program personnel as being key to an effective effort were of principal interest in the compilation of results.

Results

A total of 219 activities and programs in Wisconsin were identified as specifically designed to prevent students from leaving school prior to high school graduation. The four major populations contacted in this study reported the following:

.134 school-sponsored programs or activities including 20 Work Experience and Career Exploration Programs (WECEP)

.5 Cooperative Educational Service Area (CESA) based programs or activities

.32 Exceptional Educational Needs (EEN) dropout prevention programs or activities (beyond those mandated by law), and

.48 programs or activities provided through community-based organizations (41 of which indicated funding to some extent through CETA)

These programs and activities incorporated a wide variety of approaches and services including:

.remedial classes and basic skills

.reading programs

.tutoring programs

.motivational development activities

.alternative education programs or schools

.work experience activities

.on-the-job training

.counseling activities

.self-awareness classes

.school age parents programs

.work-study programs

.career education activities

.vocational/occupational education activities and classes

.evening and/or weekend classes

The underlying theme of many programs is to let students experience success and improve their own self-image. Frequently, this involved setting short-term attainable goals.

The dropout prevention activities and programs identified during this study have been individually described in Dropout Prevention in Wisconsin--Volume I: A Review of Programs and Activities.

Responses to the on-site interview questions provided some insight into the factors or ingredients which educators working with potential dropouts regard as most effective or essential to program success. The wealth of information can only be highlighted here but has been reported in its entirety in Dropout Prevention in Wisconsin--Volume I: A Review of Programs and Activities.

Factors Key to Program Success. Program staff were questioned as to what factors they felt were key to program success. Their responses are reported in Table 1. They frequently identified the person(s) responsible for the program as the key factor. Many respondents emphasized that staff working with these students should be interested in the students, should be able to work well with other school staff and, ideally, should volunteer to work with the program rather than be assigned. Other key factors identified were categorized into school system support, support outside the school, parent cooperation, and program structure. No factor was universally identified as a key to program success.

Type of Personnel. In an effort to learn more about program staffing, the directors and coordinators were asked to identify the types of personnel who work directly with potential dropouts and their reasons for becoming involved. These results are presented in Table 2. The types of program personnel mentioned include program teachers, coordinators/directors, regular academic staff, counselors, aides, student tutors, parent/community volunteers, paraprofessionals, employers, administrators, and administrative assistants.

The size and nature of the staff varied, dependent upon the design and scope of the program. For example, one program is operated by one person; another, an alternative high school, has a staff of 45. Most programs operate with a small core of program staff, a program director or coordinator, and support personnel.

Many of the program staff volunteered to work with potential dropouts or had been hired specifically for the position. Program directors/coordinators frequently expressed the belief that staff who want to work with these students work best in this type of teaching position. Declining enrollments and budget controls, however, have forced some programs to use staff who have been offered a position with the program as an alternative to not having their contract renewed. A majority of program personnel reportedly work in dropout prevention programs for altruistic reasons such as wanting to give troubled kids a chance. Others want to take on a new challenge.

Staff Characteristics. Throughout the interviews, respondents repeatedly emphasized that people working directly with these students need to be "special" people. The staff characteristics which directors and coordinators reported as being most important for working with potential dropouts are reported in Table 3. Personality characteristics (e.g., caring, flexible, mature, people/child oriented, empathic) were identified most often as being important. Ability to establish relationships with students was also frequently identified. These characteristics, based on the frequency with which they were mentioned, appear to be more important than professional preparation and work experience. The complete array of responses appears in Table 3.

Roles of Program/Activity Staff. The roles assumed by program/activity staff members cover a wide variety of responsibilities and tasks, ranging from serving as a substitute mother/father to completing paperwork and developing curriculum. The most frequently reported responses were "teaches" (16) and "counsels" (13). The responses regarding roles assumed by personnel are presented in Table 4.

Table 1

Factors Identified as Being Key to Program Success

N=25

Factors (in response to open-ended question)	Frequency of Response
School System Support	
guidance department and counselor support	3
close working relationship of other teachers	3
working relationship and cooperation with staff - doesn't work in isolation	3
staff recognition of problem	2
administrative support	2
support of school board	2
sufficient money	1
involvement of non-program staff	1
sanction and endorsement of school district leadership	1
strong LVEC support	1
referral of students to program	1
sufficient clerical help	1
Support Outside the School	
advisory committee	3
support from employers - work experience opportunities	2
working relationship and cooperation with staff	2
meeting needs of minority community (high program visability to minority community and addresses national minority concerns)	2
committee reviewing local needs was composed of cross-section of community members	1
good relationship with newspapers	1

(continued)

Parent Cooperation

home visits	3
parenting class (helping parents cope and work with children)	2
contact parents weekly	1
knowing parents personally	1
parent cooperation	1

Project Staff

staff person(s) responsible for program	7
significantly involved in program	1
continuity of staffing	1
consistent - willingness to teach	1
voluntary staffing	1
staff plans together	1

Structure of Program

low student/teacher ratio - small groups	7
providing students with a success experience	5
location of program	
- centrally located in regular building	1
- separate site - difficult students	4
- attractive and comfortable facility	1
individualized attention/program	3
selection process	3
outside speakers coming in	2
development of self-concept	2
voluntary program	2
interwoven into regular educational program	2
structured, ironclad rules	2
values clarification	2
stipends and/or rewards (e.g., field trips)	2
flexible schedule	2
set realistic goals with students	2
relationships that develop between students and staff	2

(continued)

schedule is structured - students are accountable for entire school day	1
personal development and career education component	1
when students are mainstreamed, they are mainstreamed in a small group, not alone	1
incorporated study time in class time	1
avoidance of scheduling classes with students and teachers who don't get along	1
development of study skills	1
referral of students	1
student input board	1
appropriate class offerings/activities for this kind of student	1
materials appropriate for ability/skill level	1
supplementary learning activities available	1
set expectations for students based on middle class values (work ethic)	1
downplay of competition	1
student accountable for own behavior	1
no drugs permitted or tolerated	1
no credits, no grades - diploma given when total sequence completed	1
students can see progress through daily grades	1
senior tutors - receive credit for tutoring	1
not making an issue out of things like smoking	1
learning to develop interpersonal relationships	1
a friendly place to come	1
part-time programs	1
students develop relationship and identity to program and persons in program	1
students have access to special education work assessment center	1
limited size	1
limited scope	1
student attitude toward program (flexible, freedom from bureaucracy)	1

(continued)

relevant to student needs, tailored education	1
time can be used more variably - not locked in	1
half day	1
remediation	1
students select own schedule/teacher	1
extended hours	1
no study halls	1
no clubs, sports, dances (not into cliques)	1
enjoy non-competitive sports	1
mainstreamed with individualized courses	1

Table 2

Type of Personnel Working Directly with Program Students

Identified Personnel (in response to open-ended question)	Frequency of Response
program teacher	12
coordinator/director	8
regular academic staff	8
counselors	7
aides	4
students	2
parent/community volunteers	2
paraprofessionals	1
employers	1
administrators	1
administrative assistant	1

Table 3

Characteristics Suggested as Being Important to Program/Activity Staff

N=25

Characteristics (in response to open-ended question)	Frequency of Response
Personal Characteristics (and experiences)	
people/child oriented (not subject oriented); humanistic	7
empathetic, able to understand problems/ sympathetic to student needs	6
patient	5
sense of humor	5
flexible	4
understanding	3
enthusiastic	2
outside interests, not just work	1
has personally experienced failure or trouble	1
caring individual	1
leadership ability	1
interpersonal skills	1
mature	1
mix of harmony and dynamic tension	1
energetic	1
motivated	1
consistent	1
ready to share feelings	1
trusting, confident	1
persistent	1
versatile, creative	1
philosophical	1
(program should have more than 1 staff member so that students have opportunity to relate to more than a single personality)	1

(continued)

Relationship with Students

interest in kids, cares for kids, likes kids	14
identifies with these kids, relates with these kids	3
believes that mistakes can be reversed, feels these students are not a lost cause, is able to see potential	2
flexible to listen and compromise, but not wishy-washy	2
holds high expectations for these students	1
doesn't play games with students; is honest with self and students	1
can handle kids	1

Professional Preparation

classroom/teaching experience	4
elementary education background	4
vocational orientation/philosophy of vocational education	2
social studies background	2
degree in counseling	1
recent credits in counseling	1
psychology/counseling background	1
elementary and/or junior high education background	1
excellence in professional preparation	1
qualifications not important	1

Teaching Ability (especially with potential dropouts)

willingness to work with students on a one-to-one basis; individualizes materials and learning experiences	5
volunteers to work with potential dropout population	3
able to organize and follow-through	2
exhibits extreme firmness but fairness	1
able to deliver education	1
willingness to experiment	1

(continued)

has long term commitment	1
committed beyond the call-of-duty	1
good teacher	1
willingness to work with adolescents	1
imaginative (able to use freedom of less structured classroom or program)	1
able to detect student problems	1
manipulative skills	1
agrees with goals of alternate humanistic education	1

Work Experience

comes from within school system knows people, way around, etc.)	5
24 hour experience around kids outside of school or family situation (e.g., camp counselor, YMCA)	2
minimum of 3 years teaching experience	1
work experience other than teaching	1
experience is important, but not prerequisite	1
well-respected member of faculty; enjoys respect of colleagues	1
experience with minority populations	1
excellence in professional experience	1

School/Community/Parent Orientation

promotes public relations with community/ parents	2
recognizes need for program	1
ability to sell program to other school staff (public relations)	1
knowledge of community	1
able to accept family background and home during family visits	1

Self-Concept

doesn't take self too seriously	2
able to be self	1
strong sense of own values	1
has self together	1

Table 4

Identified Roles of Program/Activity Staff

N=25

Roles (in response to open-ended question)	Frequency of Response
The staff member...	
teaches	16
counsels	13
tutors	7
participates in referral and selection of students	6
monitors study hall	4
directs/coordinates program	4
bridges gap between program and teachers - meets with teachers	4
is a disciplinarian	3
serves as a mother/father	3
evaluates program	3
makes home visits	3
provides remedial help	3
is compassionate	2
locates work stations and places students	2
maintains records	2
completes paperwork	2
plans for individual students	2
makes parent contacts (not home visits)	2
advises students	2
provides opportunity for success in academic areas	2
does everything	2
helps students improve self-image	2
helps students develop organization and study skills	2
acts as advocate for students and program	2
conducts research	2
develops curriculum	2
provides special help	1
helps students develop basic skills	1

References Cited

Carnegie Council on Policy Studies in Higher Education. *Giving youth a better chance - Options for education, work, and service.* San Francisco: Jossey-Bass Inc., 1979.

Jones, W.M. The impact on society of youths who drop out or are undereducated. *Educational Leadership*, 1977, *34*, 411-416.

Kumar, V., & Bergstrand, J. *Follow-up of high school non-completers, 1967-1976.* Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Neill, S.B. (Ed.). *Keeping students in school - Problems and solutions.* Arlington, VA: American Association of School Administrators, 1979.

Novak, J., & Dougherty, B. (Eds.). *Dropout prevention in Wisconsin--Volume I: A review of programs and activities.* Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Poussaint, A. *The school dropout - characteristics and causes.* An address delivered at the conference "The Dropout - A Plan of Action," Minneapolis, MN, February 29, 1980.

U.S. Department of Labor, Bureau of Labor Statistics. *Students, graduates, and dropouts in the labor market, October 1978.* (Special Labor Force Report 223). Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1979.

The Vice President's Task Force on Youth Employment. *A review of youth employment problems, programs & policies. Volume 2.* Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, 1980.

Wisconsin Department of Public Instruction, Information Services Section. Madison, WI: Wisconsin Department of Public Instruction, 1979-80.

Assessing the Need for Dropout Prevention

James Augustin
Anne Benisch
Jan Novak
Keith Ruzicka

Assessing the Need for Dropout Prevention

In conducting a review of literature and study of dropout prevention in Wisconsin, very little evidence of formal and comprehensive needs assessment was uncovered (Novak & Dougherty, 1979). Paradoxically, research revealed a scope and complexity to the dropout problem that clearly indicates a need for broad-based school and community assessment if programming for dropout prevention is to be effective.

This section is designed to offer a rationale for needs assessment in dropout prevention, explore some of the inherent issues and problems, and offer an introductory overview of appropriate areas of focus as well as possible methodologies for implementation. In the past decade a substantial body of work has become available to provide comprehensive guidelines for needs assessment. Our intention here is primarily to provide an impetus to consider needs assessment in the context of dropout prevention and to form an information base for the reader's use in implementing a needs assessment as a foundation for dropout prevention activities. Summary guidelines in the form of questions and sample instruments/tools are included at the end of this chapter.

What is needs assessment?

Simply stated, needs assessment is a management tool examining gaps between what is and what should be (or is desired). As Kaufman and English (1976) have noted, needs assessment is a management tool that can:

- differentiate between means and ends,
- identify the difference between *desired* and *current* organizational achievement,
- determine the validity or usefulness of means currently used to achieve organizational goals,
- provide indicators or guidelines by which to redesign educational means, and
- serve as an organizational "sensor" to determine the need for articulating new goals.

Kaufman's (1972) definition of a need has been commonly accepted in education. That is, a need is "the measurable discrepency between current outcomes and desired or required outcomes." If needs are defined as gaps between current conditions and conditions which are desired or should exist, then needs assessment methodologies may be thought of as systematic procedures for measuring, prioritizing, and selecting the gaps which will be the focus of educational action. Needs assessment, the first step in the educational planning process, is itself a process which can be formal or informal, "quick-and-dirty," or well planned and carefully executed. The time, effort, and resources invested in the needs assessment process will determine the quality and utility of the results and could ultimately affect the quality of the educational planning and actions which are based upon the results.

Why is needs assessment important to dropout prevention?

It is clear that the dropout problem reflects many complex factors that influence each individual's educational experience. Recognizing, understanding, and addressing these factors and their interaction begins with *needs assessment*. Needs assessment is critical to dropout prevention. A well designed, successfully implemented needs assessment can:

- determine the scope of the dropout problem in a community and the potential dropout problem in the schools,
- identify the population in need of services and the population to be served,
- identify the resources and means available to implement services,
- be the basis for designing services to meet needs, and
- develop a commitment to dropout prevention in the school and in the community.

How does needs assessment work?

Just as there is no universal approach to assessing needs, there are no authoritative guidelines for selecting the best methodology to apply in any given situation. Several approaches which are frequently followed are briefly described in the following paragraphs. (Note: For a detailed review of needs assessment models and procedures, the reader is referred to An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels [Witkin, 1975] and Needs Assessment Kits, Models, and Tools [Witkin, 1977].)

Discrepency Analysis. The most commonly accepted models of needs assessment in education are referred to as discrepancy analysis models. Discrepancy analysis identifies and prioritizes gaps between current and desired conditions in four basic steps. The method is a relatively formal one. The steps are:

1. Goals are generated and ranked in order of importance by the three major groups in the dropout prevention effort--students, educational personnel, and community members. Goals are the end conditions of students and are expressed as competencies, acheivements, and attitudes. Goals are often ranked by first having individuals rate each goal on a numerical scale. Then, group mean ratings for the goals can be rank ordered.

2. The present status of each goal is measured or described by some means such as criterion-referenced test.

3. The gaps or discrepancies between goals and the present status are analyzed.

4. Gaps or needs are prioritized according to the size of the discrepancies and other criteria such as attainability.

Perceived Needs Surveys. In some situations the three groups involved in dropout prevention (students, educational personnel, and community members) directly report or rate their degree of need in various areas. In other words, they are comparing current conditions with desired conditions in one step. The ratings are usually ratings of perceived or felt need for various means, activities or solutions; they usually do not provide information on the ends or desired conditions of students. Kaufman and English (1976) have pointed out that this method's "greatest weakness is that it begins with the present as a base for jumping into the future. Too often this merely 'captures' the present and distorts future desired conditions to those which now exist" (p. 43). This is chosen as the method of needs assessment when resources for needs assessment are limited and results are required in a short period of time.

As a singular means of needs assessment, perceived needs surveys are not likely to provide a sufficient basis for dropout prevention program design. Nevertheless, as a prelude to developing a comprehensive needs assessment methodology, exploring perceptions of the problem can help to define the scope of needs assessment and develop a frame of reference for future efforts.

Public Forums. A relatively informal method of identifying needs is through forums, hearings, or discussion groups involving parents and community, school staff, and/or students. In this procedure, needs are verbally reported and discussed. Quantitative data which can be used in prioritizing expressed needs will probably not be available, making prioritization difficult. The needs which are identified can be laden with numerous biases and problems. Planning actions based upon testimony in such situations can be risky business.

Examination of Existing Records and Data Sources. Some dropout prevention programs have been based upon needs identified through an examination of existing data sources such as student attendance records, academic files, and written teacher observations. While this method is usually low cost and can be accomplished in a short period of time, comparative quantitive data on all needs areas will be lacking and prioritization will be difficult and very subjective at best.

How do we begin needs assessment and obtain local support?

Impetus for dropout prevention at the local level will most likely begin with a nucleus of concerned individuals--teachers, administrators, and/or community members who sense a serious problem because too many youths are leaving school without a high school diploma. Regardless of the methodology used to assess needs, it is important to initially note that *students, educational staff,* and the *community* should all be involved in the needs assessment process. School-based dropout prevention efforts will undoubtably involve these three groups, so it is only reasonable that such groups be given a voice in the planning process. Their involvement in needs assessment will help in developing attainable objectives, choosing strategies which address needs, and improving the likelihood of success. Before considering implementation of a broad-based needs assessment, a planning group or study committee representing the three groups can examine some of the relevant data available and attempt to more thoroughly review evidence which seems to indicate a dropout problem.

What factors and evidence should be examined in needs assessment?

Figure 1 presents some of the factors which may be relevant to a local dropout problem. Much of these data may be available to a study committee considering needs assessment. The preceding discussion on "Examination of Existing Records and Data Sources" as a needs assessment methodology points out some of the shortcomings of relying solely on these data for needs assessment. It is also important to note that many types of data are intrinsically limited and should be interpreted with caution and qualification. Nevertheless, gathering as much relevant data as possible and interpreting it wisely in relation to the local dropout problem will provide an information base crucial to eliciting support and developing dropout prevention efforts.

Figure 1

Factors and Evidence in Needs Assessment

School Leavers/Dropout Rates

- How many students are leaving the school/school district each year without receiving a high school diploma?
- What percentage of the student population is this?
- When (class, time of year, etc.) are these students leaving?
- What are the reasons given by these students for leaving?
- How many (and what percentage) of the freshman class graduates?
- What is the "turnover" rate of students in the school?

(continued)

Figure 1 (continued)

- What is the most recent dropout rate for the district?
- What is the number of students represented in that figure?
- Has the local rate increased annually?
- How does the rate compare to neighboring or similar districts?
- How does the district's rate compare to the state average?
- Does the rate seem to accurately reflect the number of dropouts?
- What factors might skew the figure?

Attendance Data:

- What is the average daily attendance?
- What is the percentage of class cutting?
- What percentage of the student body are chronically truant?
- How is chronic truancy handled by the district?
- How many district cases of truancy are pending in the juvenile court?

School Discipline Data:

- What percentage of the school population has been referred for discipline problems?
- What percentage of the school population are considered chronic discipline problems?
- What is the number of suspensions, detentions, and expulsions annually?
- What types of behaviors (e.g., vandalism, disruption, fighting) are being referred most frequently for disciplinary action?
- Are there discernable patterns of misbehavior among particular groups?

Achievement Test Data:

- How does the school compare to state and national averages? other comparable districts?

(continued)

Figure 1 (continued)

- Are significant segments of the school population performing below acceptable levels?
- What grade levels or skill areas represent trouble spots?

Data on Student Commitment to School:

- Have students been surveyed for attitudes toward school? What do the results indicate?
- How many students participate in extracurricular activities?
- How many different activities are available to students?
- Is there an identifiable group of non-participants?

Juvenile Delinquency Data:

- What is the frequency of offenses by juveniles in the district?
- What types of offenses are being committed by juveniles?
- How are juvenile offenders being handled by the courts and the school system?

Employment Data:

- What is the employment outlook for local graduates and dropouts?
- What employment opportunities exist for full-time high school students?
- What percentage of the school population is employed outside of school?

Teacher Turnover Data:

- How many teachers who left school during and at the end of the last year were replaced? What was the percent of teacher/staff turnover?
- Was this normal attrition or was it high?
- Did teachers leave because of job dissatisfaction? Why were they dissatisfied?

(continued)

Figure 1 (continued)

Student Curriculum Data:

- Do students have a real choice in course selection?
- Are some classes more "popular" than others? Why?
- If students have a choice of teachers, which teachers are more popular? Why?

Student Career/Vocational/Educational Plans:

- How many students can outline career/vocational/educational plans?
- Are students concerned, worried, or apathetic about their futures?

Student Leadership/Involvement:

- How many students are involved in extracurricular activities?
- Are offerings provided for all students?
- Do students like to participate in the extracurricular activities? Why or why not?
- Are all students encouraged to assume leadership roles, even for "small" tasks?

Additional data that can be collected and used in the needs assessment process relevant to dropout prevention include observations and perceptions of school and community members. Examples of observations and perceptions that can be identified and reviewed are presented in Figure 2.

Figure 2

Questions to Help Assess
Observations and Perceptions of School and Community
Members Relevant to Dropout Prevention

- Have school staff members noticed any changes in attitudes toward school among students? Do they have any ideas on what might be affecting these changes?

(continued)

Figure 2 (continued)

- Are changes in behavior being observed by school staff?
- Is there any indication that students seem dissatisfied with their school experiences?
- Has anyone noticed a change in interest on the part of the parents?
- Do parents of potential dropouts seem to be interested in the educational (and other) activities of their children?
- Do parents seem to be dissatisfied with the school's response to their concerns about their children's attitudes and/or performance in school?
- Do some teachers seem to be "burned out"?
- Do community members (including employers) seem to complain more than before that students, recent high school graduates, or non-completers can't read, can't perform on the job, etc.?

Note: While answers to these questions may not provide hard data, they can indicate areas that need to be further examined and possibly addressed in any dropout prevention effort.

What attitudes and values should be examined in needs assessment?

Many critical educational issues may appropriately be brought to the forefront of public consciousness through needs assessment for dropout prevention. Those who consider implementing a needs assessment must be prepared to explore student, educational staff, and community values and attitudes concerning the goals of schooling, success in reaching those goals, and the degree of equality and humanity by which goals are achieved. Figure 3 suggests some value laden issues and attitudes that may surface in needs assessment. Finding answers to these questions will help to establish a philosophic base for local dropout prevention efforts. Moreover, dropout prevention planning that incorporates awareness of and sensitivity to local attitudes and values will automatically engender a more positive response.

Figure 3

Examining Values and Attitudes in Needs Assessment

- Does the school deny success for some students because of stereotyping based on race, family background, or negative labelling?
- Does the school undermine motivation through arbitrary use of discipline?
- How does the school define a good student? Do you have to be college-bound to win this label?
- What alternatives already exist to help potential drop-outs? Are they working?
- How relevant is school to kids today?
- Is the school avoiding its responsibility to educate some youth by suspending, expelling, or exempting them?
- What say do kids and parents have in what is taught?
- What help (e.g., aides, inservice, support personnel) are teachers getting to deal with new problems in the school?
- How is the community supporting the activities and functions the school must perform?
- Why is the school like a "war zone" to the kids? Don't teachers know they want to be treated like people, not numbers?
- Why should we worry about individualizing? If they can't measure up, why not let them drop out?
- What rewards and/or incentives are there for good teaching and special efforts to help kids with problems?

Adapted from Catterall, 1978; and Schafer, 1967.

How can objectives be developed and strategies selected for achieving them?

Whether gaps or needs are identified through discrepancy analysis, perceived needs surveys, or some more informal methodology, they should be examined in light of their attainability before they are prioritized and planning of educational action begins. The resources and obstacles which exist in each school district should be considered when goals are prioritized. Many driving and restraining forces act on each school system to affect the attainability of various goals. Kimpson and Stockton (1979) have labelled this activity *force field analysis*. Prioritization should take into account the likelihood of success and the realistic quality of each goal given limited resources and other restraining forces.

As mentioned earlier in this section, needs assessment is a first step in the dropout prevention planning process. From a hierarchy of gaps or needs, one must procede to formulate objectives which will specify what is to be done to fill particular gaps. Just as it is advisable to involve students, educational personnel, and community members in the assessment of needs, it is similarly profitable to involve these parties in the process of formulating objectives regarding what will be done. Each group can have a role to plan in achieving dropout prevention objectives. Given a self-investment in the objectives which address their priority needs, each group will be further compelled to mutual goals.

Objectives should be carefully formulated statements of what will be done to close gaps. When agreement has been reached on objectives, the planning process continues with an examination of alternative ways of accomplishing those objectives. In this step in the planning process, the universe of alternative approaches for dealing with the needs of potential dropouts should be identified. Then, alternatives should be investigated and analyzed for their strengths and weaknesses and their feasibility and potential for yielding results in line with local objectives. Reviews of literature on dropout prevention programs and discussions with "experts" and personnel with the local school district are all methods which can be used to study alternative approaches to dropout prevention.

A thorough investigation of alternative approaches of dropout prevention will make the final step in the planning process--selecting the approach or approaches to be implemented and laying out the details of implementation--a relatively easy one and one which can be approached with confidence.

What guidelines can be followed during the needs assessment process?

Guidelines, in the form of questions, are included here to assist the program planners throughout the needs assessment and program planning process. It is important to assess not only the need for dropout prevention but also the need for the inclusion of different components into the design of dropout prevention efforts. The questions that follow (Figure 4) are included to help the planner determine the need for and appropriateness of the components discussed in the remainder of the Staying In... handbook for their own local school, community, and students.

Figure 4

Guideline Questions to be Asked Throughout the
Needs Assessment and Program Planning Process

Assessing the Need for Dropout Prevention

1. What makes you think you have a dropout problem?
2. What concrete data have you examined to support that conclusion?
3. Is the dropout problem significant enough to warrant a needs assessment?
4. What other individuals and/or groups share your perception of a dropout problem?
5. What steps have been taken to build consensus for a needs assessment for dropout prevention?
6. What resources are available for conducting a comprehensive needs assessment?

(continued)

Figure 4 (continued)

7. What methodologies for needs assessment have you examined?

8. Have students been surveyed to ascertain their attitudes and ideas about dropping out as a problem and about the causes of dropping out?

Focusing on the Individual

1. Would more attention to individual needs of our students help keep students in school? Why or why not?

2. Is there a staff and administrative commitment to focusing on individual needs?

3. Is the staff comfortable with increasing their level of individual involvement with students in order to help students stay in school?

4. Will staff need more inservice or training in the following areas:
    - open communication?
    - classroom strategies with emotionally troubled students?
    - goal setting?
    - learning styles?
    - behavior observation?
    - cummulative records?
    - questionnaires?

5. What tools will be needed to gain information about individual students in order to help identify and select students for programs?

6. Will additional staff be necessary to provide more attention to dropout prone students?

Identifying Approaches for Dropout Prevention

1. Who is the effort designed to serve (e.g., disruptive students, students who lack basic skills, alienated students)?

(continued)

Figure 4 (continued)

2. What are the goals and objectives of the effort (e.g., to reduce truancy, reduce alienation, increase basic skills, improve self-esteem)?

3. How serious is the dropout problem? How many students drop out? How many students are considered potential dropouts? Do the numbers warrant an all out effort, or will supplemental services suffice?

4. What financial, physical, and support factors need to be considered? How much money can be allocated? What facilities are available? What approach(es) are likely to elicit staff, administration, student, and community support?

5. Are there already existing programs or activities utilizing approaches that could be redefined, modified, or supplemented to better serve the potential dropout? For instance, could an elementary tutoring program be expanded to encompass secondary interage tutoring? Could the counseling program focus more specifically on the needs of the potential dropout by offering group counseling sessions or parent education classes?

6. How might approaches be combined to provide a more comprehensive effort? (For example, to build self-esteem and reduce alienation, both counseling and work-related approaches could be utilized.)

7. To what age level(s) is the effort directed? (Some approaches, like tutoring and counseling can be easily adapted for an elementary focus. Other approaches, like on-the-job training, assume an older audience.)

8. Does the approach have the flexibility to meet changing needs of student participants?

9. Are students involved in planning dropout prevention approaches and techniques?

10. Are identification, referral, and selection guidelines appropriate to meet a variety of different potential dropout types? (See *Focusing on the Individual*.)

(continued)

Figure 4 (continued)

Establishing Staff Roles and Staffing Patterns in Dropout Prevention

1. What role might regular teaching staff play in the dropout prevention effort?

2. What combination of personal characteristics, teaching ability, and professional preparation will help facilitate program goals?

3. Who might be available and interested from within the school district that would adequately meet staffing criteria?

4. Is it possible, advisable, necessary to hire staff from outside the school system?

5. What role might teaching aides/volunteers play in the dropout prevention effort?

6. How might personnel be combined to create an efficient and successful dropout prevention staff or unit?

7. What inservice opportunities might enhance staff abilities to successfully participate in the dropout prevention effort?

Utilizing Resources and Facilities

1. What facilities are needed to best implement the proposed dropout prevention effort?

2. Are these facilities available or attainable? If not, does the proposed plan need to be modified in order to work well within these physical constraints?

3. What are the psycho-social implications of the considered facilities? What facility might best facilitate program goals? What facility seems most likely to reduce negative labelling? What facility seems most acceptable considering the school system's social and political climate?

4. What facilities would best reflect program goals, philosophy, and needs? How might these facilities be obtained?

(continued)

Figure 4 (continued)

5. What instructional resources are needed to adequately operationalize program goals? How might these resources be obtained or developed? Given resource limitations, what instructional materials or media should be given highest priority?

6. How might school and community human resources (e.g., staff, citizens, volunteers) be tapped to enrich and supplement the dropout prevention effort?

Evaluating Dropout Prevention Efforts

1. What type of evaluation will be conducted?

2. Who will be involved in the evaluation?

3. Does the school have adequate staff to conduct the evaluation or will outside expertise be required?

4. How much time will be needed to conduct the evaluation and when will it occur?

5. How will the results of the evaluation be used? Who will be affected?

6. Will the evaluation design actually provide the expected information? That is, will it gather the concrete evidence which is required by decision-makers?

Establishing and Maintaining Support Within the School

1. What is the current level of support for the adoption and implementation of a dropout prevention strategy?

2. Who are the opinion leaders and the formal authority figures that might act as change agents for a dropout prevention strategy?

3. How might a dropout prevention strategy be designed to facilitate its adoption and implementation in the local school system?

(continued)

Figure 4 (continued)

4. Has a plan been developed which addresses the adoption and implementation process?

5. What mechanisms or vehicles are available, or can be developed, which will allow and encourage the school community to provide input during all phases of strategy adoption and implementation?

6. How might each member of the school community become involved in and contribute to the dropout prevention effort?

7. Does the approach design incorporate opportunities for non-dropout prone students to contribute to dropout prevention?

8. Once a dropout prevention strategy is implemented, what activities or ideas might be tried in order to encourage school support?

Establishing and Maintaining Support Outside of the School

1. Is there a plan for inventorying community resources?

2. What resources appear to have potential for contributing to dropout prevention?

3. How do these resources fit with the specific program goals and activities?

4. How has the community been made aware of its potential contribution to the school's dropout prevention efforts?

5. Has a review process been developed to determine what community-school relationships need to be redirected or strengthened to provide a foundation for cooperative efforts in dropout prevention.

6. Have channels of communication between the schools and resources been examined to minimize confusion and duplication of requests for support?

(continued)

Figure 4 (continued)

Involving Parents in Dropout Prevention

1. Would involving parents in a dropout prevention program or activity be of help in keeping students in school?
2. What ways could parents be used in a dropout prevention program or activity?
3. How would parents be identified, trained, and supervised? By whom?
4. Should parents of students of all age levels be involved (elementary, junior high, senior high)?
5. Are school staff personnel willing to let parents be involved in a constructive way within the school?
6. What kind of special resources could parents bring to the school environment?
7. What kind of problems might you anticipate by having parents involved in a dropout prevention program or activity?
8. What is the attitude of your school administration toward involving parents in a school dropout program or activity?
9. Are parents being used in other school efforts? What can be learned from these other parent involvement activities?

Facilitating an Advisory Committee for Dropout Prevention

1. Is an advisory committee appropriate for the particular dropout prevention program?
2. Would an advisory committee be useful to your proposed dropout prevention program or activity?
3. Is an advisory committee necessary?
4. Is an advisory committee desired?
5. Is the provision of an advisory committee included in the dropout prevention program guidelines?

(continued)

Figure 4 (continued)

6. What would community response to be establishing an advisory committee?
7. What would school personnel response be to having an advisory committee?
8. Would an advisory committee be an effective guidance mechanism in providing advice to the dropout prevention program?
9. Would an advisory committee benefit students, school, and community?
10. What functions could the advisory committee serve? (e.g., would it be helpful in establishing priorities? in promoting dropout prevention in the community? in providing more effective services and experiences to potential dropouts? in supporting funding for the program or activity? in coordinating or encouraging the utilization of community resources?)
11. Are the program staff and school administration committed to the idea of an advisory committee? If one is formed, will they use it?
12. How much power will the advisory committee be given?
13. How would the members be chosen?
14. Who might be good candidates? What groups/interests need to be represented?
15. What other types of advisory committes may be currently identified in your local area of region? Have these been effective? Why or why not? What lessons might be learned from their experiences?

Examples of instruments and tools used by schools in the needs assessment process

A variety of instruments and tools have been used by program planners when assessing the need for dropout prevention efforts. Some of the needs assessment tools are comprehensive and formal while others take a more informal approach. The tools used also focus on different aspects of dropout prevention and sometimes utilize different populations in collecting data.

Several needs assessment tools and instruments are included in the "Attachments" to this section. These are provided as examples of items used by schools in the planning process. It is intended that these instruments and tools aid in the development of specific tools to be used by the local school and community.

References Cited

Catterall, C.D. Facilitating staff involvement in implementing appropriate interventions. Canadian Counselor, 1978, 12 (2), 95-98.

Kaufman, R.A., & English, F.W. Needs assessment: A guide to improve school district management. Arlington, VA: American Association of School Administrators, 1976.

Kimpston, R.D., & Stockton, W.S. Needs assessment: A problem of priorities. Educational Technology, 1979, 19 (6), 16-21.

Novak, J. & Dougherty, B. (Eds.). Dropout prevention in Wisconsin--Volume I: A review of programs and activities. Madison, WI: Wisconsin Vocational Studies Center (University of Wisconsin-Madison), 1979.

Schafer, W.E. Deviance in the public school: An interactional view. In E.J. Thomas (Ed.). Behavioral Science for Social Workers. New York: The Free Press, 1967.

Witkin, B.R. An analysis of needs assessment techniques for educational planning at state, intermediate, and district levels. Washington, D.C.: National Institute of Education; United States Department of Health, Education, and Welfare, May 1975. (ERIC Document Reproduction Service No. ED 108-370)

Witkin, B.R. Needs assessment kits, models, and tools. Educational Technology, November 1977, 17 (11), 5-18.

Attachment

Sample Needs Assessment Instruments and Tools

The resources that follow are samples of evaluation instruments and tools that have been developed and used in conjunction with local dropout prevention efforts. They are provided here to aid in the development and implementation of local dropout prevention programs and activities.

Staff Survey

Attachment A - "Staff Survey--Student Support Program"

Youth Survey

Attachment B - "Marinette County Youth Survey"

Attachment C - "Follow-Up of High School Non-Completers"

Note: Additional tools and instruments that focus on the needs of the individual student are included in the section entitled *Focusing on the Individual*.

Attachment A

Staff Survey

STUDENT SUPPORT PROGRAM

Part 1. Please indicate by circling the number which best reflects your agreement with the statement which it follows. 1. Strongly Agree, 2. Somewhat Agree, 3. No Opinion, 4. Somewhat Disagree, 5. Strongly Disagree.

	Agree				Disagree
1. The present secondary school curriculum in Middleton meets the educational needs of all the students in the district	1	2	3	4	5
2. Students who drop out of high school usually have behavior and learning difficulties beginning in elementary and middle school	1	2	3	4	5
3. Students who do poorly in school usually feel discouraged and uncomfortable from competition from students who learn more easily	1	2	3	4	5
4. Family attitudes toward education have an effect on whether a student drops out or stays in school	1	2	3	4	5
5. Students who drop out of school usually have participated in few activities outside of classes	1	2	3	4	5
6. Some students who drop out of school are capable of doing above-average school work	1	2	3	4	5
7. Students who have an interest in some vocational field are more likely to stay in school, than those who do not have such an interest	1	2	3	4	5
8. Not everything is learned in school. Students may have productive learning experiences outside of school	1	2	3	4	5
9. Students should have more opportunity to test classroom learning in real-life experiences	1	2	3	4	5
10. Even though a student does very poor work in school, he or she may be able to get a good job requiring only practical knowledge	1	2	3	4	5

Source: Student Support Program, Middleton, WI: Middleton-Cross Plains Area School District, n.d.

Attachment B

MARINETTE COUNTY YOUTH SURVEY

The purpose of this survey is to find out the needs and problems of young people in Marinette County. You will not be signing your name on the survey; please answer all questions as honestly as possible. If you have any questions, or don't understand something, please ask the person in charge.

1. What is your school?

_____(1) Marinette High
_____(2) Marinette Middle
_____(3) Marinette Catholic Central
_____(4) Pembine
_____(5) Goodman
_____(6) Other
_____(7) Wausaukee
_____(8) Niagara

2. What is your grade?

_____(1) 7th
_____(2) 8th
_____(3) 9th
_____(4) 10th
_____(5) 11th
_____(6) 12th

3. What is your sex? _____(1) Male _____(2) Female

4. Do you have a job now?

_____(1) Yes
_____(2) No, but looking for a job
_____(3) No, and not looking for a job

5. How much spending money do you have during an average week?

_____(1) Nothing
_____(2) Less than $5.00
_____(3) $5.00 to $9.00
_____(4) $10.00 to $19.00
_____(5) $20.00 to $49.00
_____(6) $50.00 or more

6. How do you get your spending money? (CHECK ALL THAT APPLY)

_____(1) Parents give me money when I ask
_____(2) Allowance
_____(3) Ripping off parents or other people
_____(4) Household chores
_____(5) Job (Including babysitting)
_____(6) Other (EXPLAIN): _______________
____

(continued)

Attachment B (p. 2)

7. How do you feel about yourself? Most of the time, would you say...

_____(1) I'm O.K. _____(2) I'm not O.K. _____(3) It depends

8. How important is religion to you?

_____(1) Very important _____(3) Unimportant

_____(2) Important _____(4) Very unimportant

9. In which of these ways do you think that communications between law enforcement agencies and teenagers could best be improved? (CHECK ALL THAT APPLY)

_____(1) Police officers come to schools to talk about law enforcement with kids and answer questions.

_____(2) Police officers become involved in some youth activities, for instance, sponsoring bowling, softball teams.

_____(3) Police taking more time to talk to kids informally around town.

_____(4) Start a "ride-along" program for kids to accompany police on their rounds.

_____(5) Nothing will improve communications.

_____(6) Other (Please write in your own idea)____________________________

____

10. If you saw an act of vandalism being committed, would you report it?

_____(1) Yes _____(2) Depends _____(3) No

11. Would you be willing to take part in a program to help reduce juvenile crime and vandalism in your community?

_____(1) Yes _____(2) No _____(3) Don't know

12. Do you believe that the courts, police, and sheriff are too hard on kids, are about right, or are too soft?

_____(1) Too hard _____(2) About right _____(3) Too soft _____(4) Don't know

13. Do you believe that your school classes will help you in the future?

_____(1) Definitely yes _____(3) Generally no

_____(2) Generally yes _____(4) Not at all

(continued)

Attachment B (p. 3)

[illegible]4. What do you think about the time and money spent on varsity sports (such as football, basketball, track) at your school? Do you think the time and money spent are:

_____(1) Too much _____(3) Not enough

_____(2) Just right _____(4) Don't know

15. Do you believe that most of your teachers are genuinely interested in you as a person?

_____(1) Yes _____(2) No _____(3) Don't know

16. Have any of your teachers ever ridiculed you or embarrassed you in front of other students?

_____(1) Yes _____(2) No

17. Have you ever ridiculed teachers or embarrassed them in front of others?

_____(1) Yes _____(2) No

18. If you were given an evaluation form to fill out at the end of a semester asking for your opinions and ideas about each class and teacher, do you believe you could fill it out fairly and honestly?

_____(1) Yes _____(2) Depends _____(3) No _____(4) Don't know

19. Do principals and teachers listen to the student council?

_____(1) Yes _____(3) Hardly ever

_____(2) Sometimes _____(4) Don't know, or no student council

20. Do you think your student council represents the feelings and beliefs of most of the students?

_____(1) Yes _____(2) No _____(3) Don't know _____(4) No student council

21. Do you believe that student councils and students should help to prevent or stop vandalism on school property?

_____(1) Yes _____(2) No _____(3) Don't know

21a. If yes, would you be willing to participate in a group to help control vandalism in school buildings and grounds?

_____(1) Yes _____(2) No _____(3) Don't know

(continued)

22. **Check each of these school activities that you participate in. (CHECK ALL THAT APPLY)**

_____(1) Varsity sports

_____(2) Intramural sports

_____(3) Cheerleading

_____(4) School clubs

_____(5) Music (chorus, band)

_____(6) Spectator at varsity games such as football and basketball

_____(7) Forensics (debate, drama)

_____(8) Student government

_____(9) Tutoring

_____(10) Newspaper or Yearbook

_____(11) None of these

23. **If your school's gym were open in the evening, after school, or on the weekends, would you use it?**

_____(1) Yes **_____(2) Depends** _____(3) No

24. In which of these ways--if any--would you like to see your parents become more involved and interested in your education? (CHECK ALL THAT APPLY)

_____(1) Parents attend more parent-teacher conferences

_____(2) Parents attend some school board meetings

_____(3) Parents go to school to talk to teachers or administrators if you have a problem

_____(4) Parents talk to you more at home about your school and classes

_____(5) None of these; parents already involved enough

_____(6) Other (Please write in your own idea)_______________________________

____

25. How serious is the problem of teenage drinking in your community?

_____(1) Very serious

_____(2) Serious

_____(3) Not serious

_____(4) Don't know

26. How would you classify yourself with respect to drinking? Are you a...

_____(1) Heavy drinker

_____(2) Moderate drinker

_____(3) Light drinker

_____(4) A non-drinker: SKIP TO QUESTION 27.

(continued)

26a. Have you ever used alcohol during school hours? _____(1) Yes _____(2) No

26b. Has your drinking ever had a bad effect on your life or on those close to you?

_____(1) Yes _____(2) No _____(3) Don't know

27. How would you classify yourself with respect to using marijuana? Would you say you are a...

_____(1) Heavy user
_____(2) Moderate user
_____(3) Light user
_____(4) A non-user: SKIP TO QUESTION 28

27a. Have you ever used marijuana during school hours? _____(1) Yes _____(2) No

27b. Has your use of marijuana ever had a bad effect on your life or on those close to you?

_____(1) Yes _____(2) No _____(3) Don't know

28. Have you ever used drugs other than marijuana, such as speed, downers, tranquilizers, cocaine?

_____(1) Yes _____(2) No

29. How serious is the problem of teenage drug abuse in your community?

_____(1) Very serious
_____(2) Serious
_____(3) Not serious
_____(4) Don't know

30. Which of the groups listed below--if any--do you feel should be doing more than they are to solve the problem of teenage alcohol abuse or drug abuse? (CHECK ALL THAT APPLY)

_____(1) No one needs to do anymore; it's not a big problem
_____(2) Parents
_____(3) Churches
_____(4) Schools
_____(5) Counseling centers and drug information centers
_____(6) Police, sheriff, and the courts
_____(7) Teenagers themselves

The set of questions on the next 4 pages will help us find out the kinds of youth programs that are needed in Marinette County. Please take time to answer all of the questions.

(continued)

Attachment B (p. 6)

31. Listed below are a number of things that teenagers might need. After you have read all of them, go back and check the three that you think are most important. (CHECK THREE)

_____(1) More jobs

_____(2) Different types of education besides traditional school classes

_____(3) Youth centers

_____(4) Information and help with emotional problems

_____(5) Teenagers helping to make decisions about things that concern young people in schools and communities

_____(6) Better communication between kids and their parents

_____(7) Health clinic

_____(8) Summer youth activities

_____(9) Place to go in emergencies (shelter home)

_____(10) Information and help with alcohol or drug problems

_____(11) Information and help with problems of birth control, venereal disease, pregnancy, sexuality

_____(12) Other (Write in your own idea)_____________________________

32. Now go back to the last question and circle the check mark for the thing which you think is the most important of all. (CIRCLE ABOVE)

33. Listed below are some activities that could be provided by a youth center. Using the number from this scale, tell us how important it would be to you that a center provided it.

Importance Scale

1. Very important	2. Important	3. Unimportant	4. Very unimportant

A. Refreshments available to buy. _____# FROM SCALE

B. Pinball machines, foosball and so on. _____#

C. Someplace that kids can call their own and kids can decide what goes on there. _____#

D. A place where a professional counselor might be available to talk with kids about their problems. _____#

E. A place where kids can organize group activities, like dances, ski trips, trips to sports events and so on. _____#

F. A place where kids could work on cars or do other hobby-type things. _____#

(continued)

34. **If your community had a youth center, would you or your friends use it?**

_____(1) Yes, regulary

_____(2) Yes, but not very often

_____(3) No, probably would not use it

_____(4) Don't know

35. Do you think that a community youth center has the right to have rules that say no drugs, no alcohol, no fighting, no vulgar language, and--if so--would you be willing to be on a youth board to develop and enforce these rules?

_____(1) Should not have these rules

_____(2) Yes, would be on the board

_____(3) Yes, but would not be on the board

_____(4) Don't know

36. To what extent is it hard for you and your friends to find things to do in the evening that are interesting and fun?

_____(1) Very hard

_____(2) Hard

_____(3) Not too hard

_____(4) Easy

37. How often do you use public recreational facilities, such as parks or civic centers, in Marinette County?

_____(1) Often

_____(2) Sometimes

_____(3) Rarely

_____(4) Never

38. Check each of the items below you are now a member of or participate in. (CHECK ALL THAT APPLY)

_____(1) Hobbies or hobby clubs

_____(2) YMCA

_____(3) 4-H

_____(4) Scouts or Explorers

_____(5) Use public library

_____(6) Church groups

_____(7) Sports outside of school like hunting, fishing, bowling

_____(8) Music or dancing lessons

_____(9) None of these

39. Check each of these ways that your parents get involved or help you with the different activities you do outside regular school hours. (CHECK ALL THAT APPLY)

_____(1) My parents encourage me to become involved in activities

_____(2) My parents help with transportation or let me use the car

_____(3) My parents help to pay cost of activities

_____(4) My parents are spectators at sport, music, or other events that I am involved in

_____(5) My parents act as advisors, leaders, coaches, or chaperones

_____(6) My parents are not involved in any of my outside activities

(continued)

Attachment B (p. 8)

40. If you are not active in a club, group or sport, check each of the reasons you might have for not being involved. (CHECK ALL THAT APPLY)

_____(1) Not enough groups like these in my area

_____(2) Tried but was unaccepted

_____(3) These groups have too many rules

_____(4) These activities just don't interest me

_____(5) No transportation

_____(6) No time to join groups

_____(7) My parents don't like these groups

_____(8) It costs too much

_____(9) Other (SPECIFY): _______

____

____

41. Young people need knowledge and skills in many areas before they are 18 and leave home. Please read through this next list of knowledge and skills areas. Then go back and check the three areas that you would most like to know more about. (CHECK THREE)

_____(1) English (grammar, literature, writing)

_____(2) Human growth and development (sexuality and reproduction)

_____(3) Sports

_____(4) Communicating or getting along with other people

_____(5) Math

_____(6) Religion

_____(7) Science (biology, physics, chemistry, and so on)

_____(8) The law (local laws, state laws, juvenile court system)

_____(9) Consumerism (buying things, credit cards, renting, and so on)

_____(10) Self-awareness (your values, who you are as a person)

_____(11) Moral development (learning right from wrong, honesty, and so on)

_____(12) Art

_____(13) Music

_____(14) Marriage and family life

_____(15) Government and current events

_____(16) Nutrition

_____(17) Vocational Education

_____(18) History

_____(19) Other (Write in your own idea)_______________________

42. Now go back to the last question and circle the check mark for the area that you would most like to know more about. (CIRCLE CHECK MARK IN QUESTION 41)

43. If you had any of the following problems, what persons, group or agency would you talk to or contact for help? Please write in the name of the person or group next to the problem. If you don't know of anyone to contact, please leave the space blank.

Problem	Persons, Group or Agency You Would Contact
A. Alcohol or drug abuse........	
B. Family problems..............	
C. Personal problems............	
D. Pregnancy, venereal disease, or birth control.............	
E. School-related problems......	
F. Help with a job..............	

44. If you have any other concerns about young people in your community, or if you have any ideas for helping young people, please write them below. Your ideas and comments are important to the success of Project Bluejeans.

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS SURVEY.

Source: Project Bluejeans Marinette County Youth Needs Survey, Marinette, WI, 1980.

Attachment C

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

Student Name ______________________________

Address ______________________________

____

____

Telephone ______________________________

1389

INTERVIEWER: PLEASE DETACH BEFORE FORWARDING

(continued)

Attachment C (p. 2)

Wisconsin Vocational Studies Center
University of Wisconsin-Madison
May - July, 1978

Center for Vocational, Technical,
and Adult Education
University of Wisconsin - Stout

Cover Sheet

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

INTERVIEWER: ______________________________

SCHOOL: ______________________________

Hello, my name is ________________. I am with the ____________ school district and I am calling on behalf of the University of Wisconsin. We are conducting a statewide survey of 1000 students who did not complete high school. We understand that you left high school at one time before graduating. We would like to get some information from you about what you have been doing since then.

Record of Calls			
Call No.	DATE	HOUR	DETAILED RESULT OF EACH CALL
1			
2			
3			
4			
5			

NON-INTERVIEW INFORMATION

________ Telephone never answered ________ Refusal

________ Other reason (EXPLAIN) ______________________________

____

____

(continued)

Attachment C (p. 3)

FOLLOW-UP OF HIGH SCHOOL NON-COMPLETERS

SCHOOL NAME	SCHOOL DISTRICT NAME	SCHOOL CODE

YEAR STUDENT LEFT SCHOOL: 1. 1967-'68 2. 1972-'73 3. 1975-'76 (Circle One)

Read to Student: You will in no way be identified nor will your answers to these questions be reported individually.

****

SECTION I: EMPLOYMENT HISTORY

****

1. Right now -- this week, what are you doing?

____1. employed full time in a paid occupation (Go to question 2)
____2. employed part time, not in school (Go to question 2)
____3. employed part time while in school (Go to question 2)
____4. unemployed, but looking for employment (Go to question 10)
____5. unemployed, not looking for employment (Go to question 10)
____6. full time student (Go to question 13)
____7. full time homemaker, not looking for paid employment (Go to question 13)
____8. full time homemaker, looking for paid employment (Go to question 13)

2. What is your occupation? (Write in job title here)

____

____1. agriculture, agribusiness, natural resources
____2. business and office
____3. communication and media
____4. construction
____5. consumer and homemaking education
____6. ecology and environment
____7. fine arts and humanities
____8. health occupations
____9. manufacturing
3. ____1. marine science
____2. marketing and distribution
____3. personal services
____4. public service
____5. recreation and hospitality
____6. transportation

4. How long have you had this job?

____1. one month or less
____2. two to six months
____3. seven to eleven months
____4. one to two years
____5. more than two years

5. What is your salary for this job?

____1. none, or below minimum wage
____2. $2.65 to $4.00 an hour
____3. $4.01 to $5.00 an hour
____4. $5.01 to $6.00 an hour
____5. $6.01 or more an hour
____6. $______ per week
____7. $______ per month
____8. other (i.e., sales commission, farming, etc.) Give relative income ______ per hr/wk/month/year (circle one)

6. Are you ever late for work?

____1. almost always late
____2. frequently late
____3. occasionally late
____4. never late

7. How often do you stay away from your job due to sickness?

____1. Frequently (more than once a month or 12 days a year)
____2. Occasionally (once a month or less, fewer than 12 days a year)
____3. Never

8. How often do you stay away from your job when you are not sick?

____1. frequently (more than once a month or 12 days a year)
____2. occasionally (once a month or less, fewer than 12 days a year)
____3. never

9. What do you think of your fellow employees?

____1. very good relationship with co-workers
____2. fairly good relationship with co-workers
____3. not a good relationship with co-workers

GO TO QUESTION 13.

10. Why were you unemployed?

____1. family obligations
____2. illness, poor health
____3. not enough occupational training
____4. unsure of my interests and abilities
____5. an oversupply of workers in my field
____6. not enough income in former job
____7. temporarily laid off
____8. other (specify) ________________

11. Are you receiving any economic public assistance?

____1. no
____2. yes, (specify) ________________

12. How long have you been unemployed?

____1. less than one month
____2. one to six months
____3. more than six months to one year
____4. more than one year to two years
____5. more than two years

(continued)

13. What jobs have you had since leaving school?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

14. In general, how do you feel about working as compared to not working?

____1. like it very much
____2. like it fairly well
____3. dislike it somewhat
____4. dislike it very much

15. What factor is most important in selecting a job? Second most important? Third? (Interviewer: Put a 1 beside the response that the individual indicates as most important; a 2 by the second most important and a 3 by the 3rd most important. Please write in responses that are not listed.)

____1. friendly, easy people to work with
____2. good salary
____3. good benefits (such as vacation and medical cares)
____4. security for the future
____5. a chance to do what you like
____6. a chance to work on your own
____7. a chance to get ahead
____8. other (specify) ____________________

****

SECTION II: FEELINGS TOWARD THE EDUCATIONAL SYSTEM

****

15. Did you like school?

____1. yes
____2. no
____3. ambivalent

17. Generally did you find school:

____1. difficult
____2. easy
____3. ambivalent

18. ____1. a waste of time
____2. worthwhile
____3. ambivalent

Generally, did you complete your assignments in high school?

	no	yes
19.	____1.	____2. reading
20.	____1.	____2. writing
21.	____1.	____2. math
22.	____1.	____2. hands-on activities

23. Which high school subject did you like best?

______________ Why? ________________

24. In which extracurricular activities did you participate? (Check all that apply)

____1. none
____2. athletics (competitive, intramural, support)
____3. music (choir, etc.)
____4. school assistant (hall monitor, lab assistant, etc.)
____5. vocational activities (FFA, DECA, etc.)
____6. leisure or hobby (photography, crafts, etc.)
____7. drama, debate, newspaper
____8. club member
____9. other (specify) ____________________

25. Did you like most of your high school teachers?

____1. no
____2. yes
____3. ambivalent

26. Generally, do you feel your high school teachers took a personal interest in you?

____1. no
____2. yes
____3. ambivalent

27. Do you feel you received enough individual attention from your teachers?

____1. no, teachers didn't like me
____2. no, I didn't like the teachers
____3. no, classes were too large
____4. yes
____5. ambivalent
____6. other (specify) ____________________

28. How often did you have contact with a high school counselor?

____1. frequently (3 or more times a year)
____2. occasionally (once or twice a year)
____3. never

29. What was the purpose of your contact with the counselor? (Check all that apply)

____1. career counseling
____2. academic counseling
____3. discipline counseling
____4. personal counseling
____5. class scheduling
____6. other (specify) ____________________

30. How often were you sent to the office for disciplinary measures?

____1. frequently (3 or more times a year)
____2. occasionally (once or twice a year)
____3. never

31. Why did you leave high school? (Check all that apply)

____1. suggested by school
____2. expelled by school
____3. didn't like school
____4. marriage
____5. pregnancy
____6. school environment
____7. work
____8. illness
____9. academic deficiencies
____10. other (specify) ____________________

32. Did anyone discuss alternatives to leaving school? (If so, check all that apply)

____1. no
____2. yes, parent/guardian
____3. yes, friend
____4. yes, teacher
____5. yes, counselor
____6. yes, principal
____7. other (specify) ____________________

33. How did you parents/guardians react when you decided to leave high school? (Check all that apply)

____1. apathetic
____2. accepted it
____3. they were glad
____4. they were sad
____5. angry
____6. encouraged me to stay in school
____7. offered alternatives
____8. other (specify) ____________________

(continued)

34. Did anyone from your high school contact you after you left? If so, check all that apply.

____1. no, Go to question 36.
____2. yes, principal
____3. yes, counselor
____4. yes, teacher
____5. yes, researcher
____6. other (specify) ____________________

35. Why did the school contact you?

____1. because of interest and concern for my welfare
____2. to complete school records
____3. to persuade me to further my education
____4. to be included in school research
____5. other (specify) ____________________

36. In what ways did the educational system not meet your needs?

____1. courses were not useful
____2. course work too difficult
____3. my special needs were not met
____4. did not fit my career plans
____5. other (specify) ____________________

37. How could the educational system have served you better?

____1. make curriculum more practical
____2. help develop my talents and abilities
____3. plan for my special needs
____4. emphasize vocational programs
____5. help me find a job
____6. provide more career counseling
____7. other (specify) ____________________

****

ECTION III: VOCATIONAL TRAINING

****

38. Were you given any career counseling in high school?

____1. no (Go to question 40)
____2. yes

39. While in high school who counseled you regarding your career choice? (Check all that apply)

____1. counselors
____2. teachers
____3. friends
____4. family
____5. other (specify) ____________________

40. In high school were you encouraged to enroll in vocational education?

____1. no
____2. yes

41. Did you receive any vocational or job training in high school? (Check all that apply)

____1. no, why not? ____________________
____2. yes (in agriculture)
____3. " (" business and office)
____4. " (" distributive education)
____5. " (" home economics)
____6. " (" health occupation)
____7. " (" industrial education)
____8. other (specify) ____________________

42. Have you received a high school diploma or equivalency certificate since leaving school?

____1. no
____2. yes, from original high school
____3. yes, from another high school
____4. yes, from vocational, technical school
____5, yes, from military service
____6. yes, other (where) ____________________

43. After high school, did you receive any vocational or academic training?

____1. no, I was satisfied with my job (Go to question 52)
____2. No, I didn't know where to go (Go to question 52)
____3. No, I didn't seek additional training (Go to question 52)
____4. No, I was refused admission because of academic deficiencies (Go to question 52)
____5. yes, I started the program of my choice
____6. yes, I completed a program
____7. other (specify) ____________________

44. Who encouraged you to take post-secondary vocational education? (Check all that apply)

____1. friends
____2. parents
____3. spouse
____4. employers
____5. high school personnel
____6. no one
____7. vocational, technical school personnel
____8. college/university personnel
____9. other (specify) ____________________

45. Where did you receive your vocational/academic training after high school? (Check all that apply)

____1. apprenticeship
____2. trade or business proprietary school
____3. vocational/technical school
____4. two year or four year college
____5. military
____6. on-the-job/company training
____7. MDTA/CETA
____8. other (specify) ____________________

46. What type of training did you receive? (Check all that apply)

____1. apprenticeship
____2. ABE-GED
____3. prevocational, remedial courses
____4. MDTA/CETA program
____5. one year or less occupational program
____6. two year diploma occupational program
____7. two year associate degree program
____8. college, university
____9. other (specify) ____________________

47. Did the training you receive relate to your present job?

____1. not at all
____2. somewhat
____3. very much

48. Why did you decide to get vocational training? (Check all that apply)

____1. unable to find steady employment
____2. dissatisfied with my job/type of work
____3. dissatisfied with advancement in my job/type of work
____4. bored with my job/type of work
____5. not earning enough money
____6. not using skills
____7. chance to update skills
____8. chance to learn new skills
____9. personal satisfaction
____10. other (specify) ____________________

49. How did you learn about the vocational training you received? (Check all that apply)

____1. friends or relatives
____2. newspaper
____3. radio, television
____4. school bulletin, catalog
____5. employer
____6. high school teacher, counselor, administrator
____7. Job Service or other agency referral
____8. VTAE teacher, counselor, administrator
____9. other (specify)

(continued)

50. Overall, would you say vocational training made a difference in your life?
___1. not at all
___2. not a lot
___3. some
___4. a great deal

51. How did vocational training make a difference? (Check all that apply)
___1. better salary
___2. qualify for jobs I want
___3. opportunity for advancement
___4. feeling of self-worth
___5. feeling of accomplishment
___6. other (specify) ______________________

****

SECTION IV: HIGH SCHOOL EDUCATIONAL BACKGROUND

****

INTERVIEWER: In this section, check either/both column(s) for each question to indicate if response is from school record and/or student. Leave blank if neither response is available.

SCHOOL STUDENT

What was the highest grade you completed?
52. ___ 63. ___1. seventh
___ ___2. eighth
___ ___3. ninth
___ ___4. tenth
___ ___5. eleventh

How old were you when you left high school?
53. ___ 64. ___1. thirteen or younger
___ ___2. fourteen or fifteen
___ ___3. sixteen
___ ___4. seventeen
___ ___5. eighteen
___ ___6. nineteen
___ ___7. twenty
___ ___8. twenty one or older

Did you change high schools? If so, how many times?
54. ___ 65. ___1. no
___ ___2. yes, once
___ ___3. yes, more than once

Why did you change school?
55. ___ 66. ___1. left voluntarily (moved, etc.)
___ ___2. suggested by school
___ ___3. expelled by school
___ ___4. other (specify) ___________

Do you have any special needs? (If so, check all that apply)
56. ___ 67. ___1. no (Go to question 74)
___ ___2. Educable Mentally Retarded
___ ___3. Trainable Mentally Retarded
___ ___4. Learning Disabled
___ ___5. Emotionally Disturbed
___ ___6. Orthopedically Impaired
___ ___7. Speech Impaired
___ ___8. Hearing Impaired
___ ___9. Visually Impaired
57. ___ 68. ___1. Health Impaired
___ ___2. Multiple Disabilities
___ ___3. other (specify) ___________

SCHOOL STUDENT

Was the school aware of your special need(s)?
58. ___ 69. ___1. no
___ ___2. yes
___ ___3. don't know

Did you receive any assistance to compensate for your special needs? (If so, check all that apply)
59. ___ 70. ___1. no (Go to question 74)
___ ___2. yes, counseling from _________
___ ___3. yes, referred to ________ agency
___ ___4. yes, enrolled in _________ program
___ ___5. other (specify) ______________

When did this service begin?
60. ___ 71. ___1. before or during preschool
___ ___2. in elementary school
___ ___3. in junior or middle school
___ ___4. in senior high school
___ ___5. other ____________________

How long did you receive this service?
61. ___ 72. ___1. full time, up to date of leaving school
___ ___2. part time, up to date of leaving school
___ ___3. discontinued while in grade _____

Was this service helpful to you?
62. ___ 73. ___1. not at all
___ ___2. somewhat
___ ___3. very much
___ ___4. can't judge

(continued)

****

SECTION V: PERSONAL INFORMATION

****

74. Sex:

____1. male
____2. female

75. What is your ethnic background?

____1. Black
____2. White
____3. Spanish
____4. Native American (Indian)
____5. Asian
____5. other (specify) ____________________

76. What is you primary spoken language:

____1. English
____2. Spanish
____3. Native American (Indian Dialect)
____4. Asian
____5. other (specify) ____________________

77. What is your marital status:

____1. single
____2. married
____3. divorced
____4. widowed
____5. separated

78. Do you have any children?

____1. no
____2. yes, how many? __________

79. Are you a veteran?

____1. no
____2. yes

80. Are you a migrant?

____1. no
____2. yes

81. Were your parents migrants?

____1. no
____2. yes

82. What was your parent(s) marital status when you left school?

____1. single
____2. married
____3. divorced
____4. widowed
____5. separated

83. What is your father's ethnic background?

____1. Black
____2. White
____3. Spanish
____4. Native American (Indian)
____5. Asian
____6. other (specify) ____________________

84. What is your mother's ethnic background?

____1. Black
____2. White
____3. Spanish
____4. Native American (Indian)
____5. Asian
____6. other (specify) ____________________

What is the highest educational level of these family members?

85. FATHER	86. MOTHER	87. BROTHERS	88. SISTERS	
____	____	____	____	1.eighth grade or lower
____	____	____	____	2.ninth, tenth, or eleventh grade
____	____	____	____	3.graduated from high school
____	____	____	____	4.attended VTAE school
____	____	____	____	5.graduated from VTAE school
____	____	____	____	6.attended junior college, college, or university
____	____	____	____	7.graduated from junior college, college or university
____	____	____	____	8.still in school
____	____	____	____	9.other (specify) ______________

What is the occupation of your

89. Father? ______	91. Mother? __________	
____	____	1.agriculture, agribusiness, natural resources
____	____	2.business and office
____	____	3.communication and media
____	____	4.construction
____	____	5.consumer and homemaking education
____	____	6.ecology and environment
____	____	7.fine arts and humanities
____	____	8.health occupations
____	____	9.manufacturing
90. ____	92. ____	1.marine science
____	____	2.marketing and distribution
____	____	3.personal services
____	____	4.public service
____	____	5.recreation and hospitality
____	____	6.transportation

Interviewer to Interviewee:

Thank you for your answers to these questions. Do you have any comments you would like to make about this study?

____

____

____

____

Interviewer: Answers to the following questions should be obtained from school recoros. Leave blank if information is not available.

93. In what range was the student's grade point average during the last full year of attendance?

____1. A
____2. 3
____3. C
____4. D
____5.

Attachment C (p. 8)

94. What was the student's rank in class during the last full year of attendance?

____1. 80% and above (highest)
____2. 70 - 79%
____3. 60 - 69%
____4. 50 - 59%
____5. 40 - 49%
____6. 30 - 39%
____7. 20 - 29%
____8. 10 - 19%
____9. 0 - 9% (lowest)

95. How many days was the student absent during the last complete year he/she attended school?

____1. none
____2. one to five days
____3. six to ten days
____4. eleven to fifteen days
____5. sixteen to twenty days
____6. twenty one to twenty five days
____7. twenty six to thirty days
____8. over thirty days

96. List dates that the student's reading ability was assessed.

________________ ________________
________________ ________________

97. What was the student's reading level during his/her last assessment? ______________________

98. From the assessments, how did the student's reading level progress?

____1. increased significantly
____2. increased somewhat
____3. remained consistent
____4. decreased somewhat
____5. decreased significantly

99. What is the individual's approximate IQ level? (This chart expresses IQ in three ways: in percentiles, actual IQ, and adjective descriptors. Please check the response closest to the student's approximate level).

	Descriptor	IQ	Percentile
___1.	Below Average	80	3
___2.		90	16
___3.	Average	100	50
___4.		110	84
___5.	Above Average	120	97

100. What is the stated reason for the student leaving school?

____
____
____

Focusing on the Individual

Keith Ruzicka
Jan Novak
Anne Benisch

Focusing on the Individual

The need to focus on the individual student when addressing a program for K-12 dropout prevention is consistent with the philosophy that dropout prevention efforts should be student centered. Student centered implies that:

- individual needs be the focal point of efforts,
- individual differences be respected, and
- individual goals for cognitive and affective growth be a priority.

This section examines dropout prevention in light of the individual student. It also offers information and tools to the educator to aid them in their work with dropout prone youth.

Characteristics of the Potential Dropout

In order to serve the individual potential dropout, it is first necessary to identify those students. The following list of individual characteristics of potential dropouts attempts to aid in that identification process. These characteristics, however, should be viewed with certain caution. The list is not meant to be utilized as a tool for labelling students as potential dropouts. Rather, it is meant to point out some of the characteristics of potential dropouts identified in literature and research. The following list may prove useful as a frame of reference in looking at the overall view of what can be done in dropout prevention. Frequently reported characteristics of dropout prone youth include:

- absenteeism/truancy/frequent tardiness
- poor grades
- low math and reading scores
- failure in one or more schools
- limited extra-curricular participation
- lack of identification with school; expressed feelings of not belonging

(continued)

- poor social adjustment; perhaps socially or emotionally disturbed
- low perceptual performance
- low self-concept/low level of self-esteem
- inability to relate to authority figures
- verbal deficiency
- immature, suggestible, easily distracted, lack future orientation
- unable to tolerate structured activities
- unable to identify with other people
- failure to see relevance of education to life experiences
- gifted and talented students (frequently bored with school)
- family problems
- more mobile than other students
- usually "loners" and generally not accepted by their peers
- tend to come from low-income families
- frequent health problems
- failure of grade or failure in reading
- lack of basic skills
- racial or ethnic minority
- low educational level of parents
- non-English speaking home
- siblings or parents have been dropouts
- disruptive behavior and rebellious attitudes toward authority
- excessively stressful home life
- communication between home and school is usually poor
- absence of father from home
- friends are outside of the school, usually older dropouts.

Individual Assessment

When focusing on helping the individual student to stay in school, some basic information gathering can be valuable. This information gathering or assessment is useful in giving school personnel and others a base from which to start when addressing the problem of the individual dropout prone student.

Assessment is basically of two general types: formal and informal. In most school systems formal assessment consists of three major components: work sampling, psychometric testing, and critical observation of behavior. Formal assessment should be conducted by a professionally trained evaluator. Though a valuable component of determining the needs of students, a comprehensive presentation of formal assessment is beyond the scope of this section. Informal assessment, however, is examined is greater detail. Three types of informal assessment are addressed:

- behavior observation,
- school records, and
- questionnaires and surveys.

Informal assessment of students can be a valuable tool in a dropout prevention strategy. It can aid in planning classroom activities that provide the most effective learning environment for each student as well as aid in identifying and getting help for those students who risk academic failure.

Before undertaking an informal assessment activity, the teacher must decide:

- what information is likely to be needed,
- about whom it is needed,
- how the information will be used (e.g., in order to select goals and objectives for the informal assessment process), and
- how the information will be collected.

As stated earlier, an in-depth look at three ways of gathering information will be discussed: behavior observation, school records, and questionnaires and surveys. Other informal assessment tools that may also be used to gather information include teacher-made tests and various instruments developed to measure physical and mental skills.

Behavior Observation. Behavior observation is an effective way to gather information about an individual student. Basically, overt behavior is behavior which can be easily viewed. Such behavior may be viewed in either a natural setting or in a structured setting and either on an assigned task or on an unassigned task. In reporting a behavioral observation, a number of reporting guidelines should be taken into account. These guidelines are described in Figure 1.

Figure 1

Guidelines for Behavioral Observations

1. Describe how the individual behaves
2. State the circumstances
3. Do not rate behavior
4. Do not compare people
5. Do not generalize
6. Do not classify or categorize
7. Do not make assumptions about the desirability of any characteristic
8. Do not imply motives
9. Do not use words that might have different meanings to different people
10. Describe typical behavior
11. Do not attempt to be complete
12. Observe one student at a time
13. Observe the student over a period of time

Source: Hartz, J., & Kosmo, S. Career counseling in the rural school. Madison, WI: Wisconsin Vocational Studies Center, 1977, p. 22.

The key to a useful behavioral observation is description, not categorization or classfication. When descriptions of a sample of behavior are used in conjunction with other data (e.g., attendance, health records, parent background, academic achievement), they can provide significant insights into the individual described.

In recording a behavioral observation, the educator might describe:

- the student's behavior on assigned tasks,
- the student's behavior when free time is provided,
- the student's interpersonal behavior, and/or
- any incidents which they believe are key to understanding this person.

Also included in the observation description should be time, location, and events taking place during the observation. This information will help give a more accurate picture of the events surrounding the obsercation that might have affected the student's behavior.

The major limitation of behavioral observation and description is that no one description can be complete. To be of most value, many observations over time may need to be done. An obvious drawback is that this can become very time consuming.

In constrast to the behavioral observation (taken at one point in time) is a type of behavioral or academic report of progress taken over a period of time (e.g., nine weeks, semester). Shorewood High School (Wisconsin) has developed two forms that report behavior over time. The form presented in Figure 2 is used to report behavioral deficiencies of study skills. There are four copies to the memo. One copy each goes to the student, the parents, counselor/support staff, and assistant principal. A second form (Figure 3) is used to report the danger of academic failure. This report includes a checklist of areas of special attention the student should attempt to remedy.

These forms are examples of reports of progress over time that could be used as one indicator that the student receiving the report(s) may need special attention to help ensure his or her continued school attendance. The reader is cautioned once again, however, that behavior observation or

(continued on page 10)

Figure 2

Shorewood High School

I. A. E. D. Memo

Inform	Audit	Exclude	Discipline
(circle appropriate action)			

TO: _____ Counselor

_____ Parent(s)

_____ Assistant Principal

Date __________ Time ___________

______________________________ has not been meeting the study skills expectations checked below:

_____ Bringing and using an assignment notebook

_____ Keeping and organizing all papers in subject folder

_____ Handing in legible and presentable assignments

_____ Budgeting time to work the increasing homework demands

_____ Arriving to class on time

_____ Bringing to class all necessary supplies

_____ Bringing to class the textbook and supplementary materials

_____ Completing assignments and turning them in on time

_____ Respecting staff, peers, and property

_____ Working cooperatively with teachers to meet course expectations

From: ____________________________
(teacher)

1. Student's copy - White
2. Parent's copy - Yellow
3. Counselor's/Support Staff's copy - Pink
4. Ass't Principal's copy - Gold

Comments: (Return to teacher)

____

____

____
(Signed)

Source: Shorewood Public Schools, Shorewood, WI, n.d.

Figure 3

Student ____________	PROGRESS REPORT Shorewood High School 1701 E. Capitol Dr. Shorewood, WI 53211 963-6920	Date ____________
Subject ____________		Grade 9 10 11 12
		Counselor ____________

Dear ______________________________

This is to inform you of the progress of ________________________ in the above subject. At this time he/she (IS, IS NOT) in danger of failing the course. I am sending this report between grading periods to urge the student to evaluate current progress and to suggest means of improvement. Anything you can do to help the student improve his/her performance will be sincerely appreciated. The student should give special attention to the following items:

______ Reporting to the teacher for special help because he/she is weak in basic skills

______ Being more careful about neatness, accuracy of homework, or completing homework

______ Turning in assigned homework on time

______ Completing make-up work on time

______ Bringing required materials to class

______ Taking accurate notes

______ Learning to use class time to the fullest extent

______ Taking a more active and positive role in discussions

______ Learning to develop initiative and work independently

______ Being prompt and regular in attendance

______ Respecting the rights of others

Further comments:

____
Teacher

1. Parent's copy - White
2. Teacher's copy - Yellow
3. Counselor's copy - Pink

Source: Shorewood Public Schools, Shorewood, WI, n.d.

progress reports are only one piece of information that may help one figure out the puzzle of who should be helped and how the individual student should be helped.

School Records. Cummulative records are the comprehensive accumulation of records and information about a student which bring together subjective and objective data. These records can be an important part in studying and working with an individual student. The records collected and maintained in a cummulative file should be those relevant and important to the school and to the individual. The following are examples of items and information which may be included in a cummulative record file:

Basic personal data

Home background

School background and progress

Attendance record

Entrance and withdrawal information

Health and physical development reports

Academic record

Test results

Data explaining differences between test results and classroom achievement

Social and personality characteristics

Interests and activities (in school and out-of-school)

Vocational interests and plans

Educational interests and plans

Work experiences

Comments, observations, summarizations

Guidance notes

Follow-up data (Novak & Hammerstrom, 1976, p. 83)

A cummulative record can provide useful information to school personnel about a student's past experiences in school. However, caution should be used in working with such data. How some information contained in the record can be misleading include the following examples:

- A student who scored low on a standardized test may reflect a lack of interest in the test situation rather than a lack of aptitude.
- A student who was a little slower in gaining social maturity may no longer deserve the earlier negative comments of previous teachers.
- It a teacher's first impression of a student is gained through records, inaccurate expectations may cloud the teacher's perception of the individual.
- A student placed in special education in earlier years may have been placed due to a developmental lag which has now been overcome and does not necessarily indicate current learning problems (Moran, 1978).

Some areas warranting special attention when reviewing records for individual students who may be potential dropouts are addressed in the following list. These areas relate back to the beginning of this section and the list of characteristics of dropouts included in the opening discussion. Focusing on an individual's school record can give historical insight into many areas of attention and/or concern, including:

- absenteeism/truancy/frequent tardiness
- poor grades
- low math and reading scores
- failure in one or more schools
- limited extra-curricular participation
- frequent health problems
- failure of grade
- siblings or parents have been dropouts
- absence of father from home

(continued)

- racial or ethnic minority
- disruptive behavior

School records, like behavior observations, must be viewed as only one part of the total information needed in order to adequately serve the needs of students. Information from school records, when used in conjunction with other forms of information, can be a valuable resource for school personnel.

Another note of caution in using school records relates to privacy. School records may be viewable only by school administrators, teachers, counselors, the student, and his or her parents. School personnel must treat the information within those records with confidentiality and respect.

Surveys/Questionnaires. A third form of an information gathering tool that is useful when focusing on individual student is the questionnaire or survey. Surveys or questionnaires may be requested from many different persons who are significantly involved with a student. Some of the persons that may provide valuable insight to a student via a survey or questionnaire include:

- clergy,
- police-probation officer,
- social worker,
- employer,
- work experience supervisor,
- parent,
- teacher, and
- student.

The reader is cautioned that even though these individuals may have significant or relevant information about a student, legal and ethical questions may arise in obtaining that information.

Two common sources for obtaining valuable information about a student are parent questionnaires and student questionnaires. A parent questionnaire can ask questions on current behavior and/or developmental concerns. An example of a parent questionnaire developed for use by counselors in career counseling is shown in Figure 4. When surveying the parents,

(continued on page 15)

Figure 4

Parent Questionnaire

Parent's name ____________________ Date ____________

Address ______________________________

Student's name ________________________

1. Father's occupation ______________________________
   Highest educational level attained ______________
2. Mother's occupation ______________________________
   Highest educational level attained ______________
3. How many children in your family? ______________
   What are their ages ______________________
4. What is there that is special about your family? ____________
   ____
   ____
5. Who are your son's/daughter's closest friends? ____________
   ____
   What do you think of them? ____________________
   ____
6. What health problems has your son or daughter experienced in the past?
   ____
7. What health complaints does your son or daughter express?
   ____
8. What hobbies does your son or daughter have?
   ____
9. To what non-school organizations does she/he belong?
   ____

(continued)

Figure 4 (continued)

10. How much time does she/he spend time reading? ____________
    What kinds of books and magazines does she/he read?
    ____

11. How much time does she/he spend viewing television ____________
    What programs does she/he watch? ____________
    ____

12. What is it she/he is most likely to do when there is nothing that she/he has to do?
    ____

13. What activities does the family engage in as a unit?
    ____

14. What family trips have you taken?
    ____

15. How does your son/daughter obtain his/her spending money?
    ____

16. What duties does she/he have around the home?
    ____

17. What do you think are your son's/daughter's strongest assets?
    ____
    What do you think are your son's/daughter's strongest liabilities?
    ____

18. Are there personal changes you would like your son/daughter to make?
    ____

19. What educational goals do you have for your son/daughter?
    ____

(continued)

Figure 4 (continued)

20. What vocational goals do you have for your son/daughter?

____

21. Is there any way the school could better serve the needs of your son/daughter?

____

____

____

____

22. Is there anything in addition that you believe we should know about your son/daughter that would be helpful in meeting his/her needs?

____

____

____

____

Source: Hartz, J., & Kosmo, S. Career counseling in the rural school. Madison, WI: Wisconsin Vocational Studies Center, 1977, pp. 45-47.

steps should be taken to help them understand the nature and purpose of the survey. For example, a questionnaire sent to parents should contain a cover letter that includes statements to the effect:

- that such information is being asked from parents of all students,
- that the information asked for will be utilized in an effort to meet the unique needs of their son/daughter,
- that while answers to all questions would be most helpful, the parents should feel free to omit responses to those questions they view as impositions, and
- that the parents should feel free to call the counselor if they have any questions or comments (include telephone number).

It is noted that information obtained by means of parent questionnaires sometimes suffers from the "halo effect." That is, the data may be positively slanted in favor of the student. This can be due to the overriding subjective view of one of more outstanding attributes seen by the parent.

Another valuable source for obtaining information about an individual student is from the student. Student questionnaires can be used to gain important information provided the questions are more than just superficial "census type" questions. An example of a student biographical questionnaire is included as Figure 5. The interpretation of a student biographical questionnaire is mainly limited to specific content of the responses. Further analysis is subject to error and may be valuable only to generate hypotheses for further investigation.

Figure 5

Student Questionnaire

Freshman Year Information

Name ______________________________ Date ____________

School and Location ____________________ Interviewer ________

Home Address __________________________ Birthdate ________

Father's Name _________________________ Grade ____________

1. Are you living at home with your father and mother?
2. How many brothers and sisters do you have? Tell me about them.
3. Does anyone else live with you?
4. What is your father's occupation?
5. How much education did he have?
6. Does your mother work outside the home?
7. How much education did she have?

(continued)

Figure 5 (continued)

8. Is there anything that you consider special about your family?

9. Tell me the names of some of your friends. (Circle names of 3 closest.)

10. If I were to ask them what kind of person you are, how do you think they might describe you?

11. What do you do when there is nothing that you have to do?

12. What do you do during the summer?

13. What courses are you taking at school this year. What were your grades at the last marking period?

14. How many study halls per week do you have?

15. If you could spend all of your time on one of your current subjects, which one would it be?

16. Why?

17. Second choice?

18. Why?

19. If one subject were to be dropped from your current high school program, which would it be?

20. Why?

21. Second choice?

22. Why?

23. What courses are you planning to take next year?

24. In what group activities - school, church, or community - do you participate? (Consider activities of last year if this is early in the second year.)

25. Any offices in these activities?

26. Are there activities in which you would like to participate, but for some reason can't?

27. If so, why not?

(continued)

Figure 5 (continued)

28. Is there anything about your health that prevents you from doing anything you want to do?
29. What occupations are you considering most as a career?
30. Why are you considering it?
31. What other occupations are you considering?
32. What has your father said about your plans for the future?
33. What has your mother said about your plans for the future?
34. If you could do as you pleased, what would you like to be doing ten years from now?
35. Would you like to be in classes composed only of students performing at your level?
36. Why?
37. Why not?
38. If you could have any wishes, what would they be?
39. Any additional information which you think will help us know you better?
40. Do you have any questions you would like to ask during the interview that you will have with the counselor?
41. To whom in your school have you gone when you wanted to talk over your plans and your problems?
42. Any comments or questions?

Source: Hartz, J., & Kosmo, S. Career counseling in rural schools Madison, WI: Wisconsin Vocational Studies Center, 1977. pp 38-40.

Working With the Individual Student

The following discussion focuses on five methods of helping an individual student remain in school. All of these methods primarily focus on a teacher working with a dropout prone student, but they are not to be viewed as strategies or methods limited to that type of interaction. The value of using any of the following five methods applies to any person working with students:

- open communication,
- problem solving,
- individual learning styles,
- classroom strategies for students with emotional problems, and
- goal setting and individual planning.

Open Communication. In communicating with an individual student it is important to establish two-way communication. This requires that both the teacher and the student talk and that both listen. Failure on either the student's or teacher's part to listen will result in closed communication and a gap of misunderstanding that will inhibit helping. "Yelling" at a student usually elicits hostility and/or aggression which also block communication.

Some important concepts to keep in mind when a student exhibits behavior that is emotionally upsetting to a teacher is that he or she:

- may never have learned more appropriate behaviors, either due to past experiences or because of an inability to discriminate appropriate from inappropriate actions,
- may not be aware of the behavior, either because his or her emotional turmoil is drowning out awareness of the present or because the action is habitual or unconscious, or
- may be using the behavior as a defense against hostility he or she perceives (accurately or not) in the environment or to cover up fears and vulnerability (Tindall, et al., 1980, p. 50.).

Six general steps can be identified as necessary to establishing open communication. They are:

- privacy,
- listen for response,
- reflect,
- invite student comments,
- listen for ideas, and
- clarify.

Keeping these ideas for open communication in mind when talking to a student will aid both the teacher and student in better understanding each other. The following is a detailed look at those six steps.

Privacy. In establishing two-way communication with a student, privacy is essential. It is diffucult to talk or listen where other students overhear or where other activities demand attention. It is usually a good idea to present an objective or specific concern to the student. It may also be desirable to state the reason for concern. If possible, present objective statements about any student's behavior problem. Such statements as "John, I noticed that you have missed class an average of two times a week for the last month," or "Lisa, I notice that you interrupted me several times while I was lecturing today." The teacher might then want to clarify the reason for concern. He or she could explain to John that he is falling behind in the work. Lisa needs to understand that her interruptions prevent other students from learning. The teacher should then indicate a willingness to work on the problem with the student.

At this first stage of communication, it is helpful to make a concrete objective statement of the disturbing behavior in a calm, supportive tone. Introducing only one problem at a time enables the student to focus on the bahavior rather than irrelevant material. Keeping statements class-related and objective makes it more difficult for the learner to deny the existence of a problem or to maintain that the teacher has a personal grudge against him or her. This focus on objective facts enables both teacher and student to remain aware that the behavior, not the teacher, is causinq the student to suffer any negative consequences. It allows the teacher to remain supportive and non-judgemental of the student as a person while criticizing some of his or her actions.

Listen for Response. In the second stage of communication, it is helpful to really listen to the student's response. Maintain good eye contact, keep hands and feet quiet, and relax. These are all "quiet" signs of listening. Such encouraging responses as "uh huh," "Yes," and "Go on," are all signals to the student that the teacher is concentrating on understanding. Concentrating on trying to look or act like a good listener can interfere with being one. Usually, a sincere effort of trying to really understand what the student is saying will guarantee appropriate body language. Remember that silence is an effective and appropriate way to encourage the student to start or continue to talk.

Reflect. After listening to the student, the teacher should tell the student what he or she heard. This step is called "reflecting," and it is the simplest, most effective way to tell someone that he or she is understood and accepted as a person. Reflecting need not take more than a sentence or two. It can summarize the content and feelings implied in a communication, without repeating much of the original message. For example, a student is told of the teacher's concern about the student's absences. The student, in turn, spends several minutes explaining that his parents are getting a divorce. He must stay home with younger children. A reflecting statement might be something like, "Your family is having a hard time right now and you are needed to help out. This must be very upsetting for you." While this may seem like a useless repetition of known information, remember that although the teacher may have understood, the student may not feel understood. A reflecting statement shows understanding. It may be helpful to check the accuracy of one's understanding after making a reflection. This can be done simply by asking, "Is that about right?" A negative reply means the student should be asked to explain again. Or the teacher could summarize the ideas differently. This is not insulting to the student rather it indicates even more strongly the teacher's interest in understanding. With an affirmative reply, the teacher can move on to the next stage of communication.

Invite Student Comments. Now is the time to ask the student whether he or she has any ideas about solving the problem. The teacher might say something like, " Do you have any ideas about solving this problem?" This step reinforces the idea that the learner is responsible for his or her behavior. It is often hard to listen to a student fumble through this process of finding the best solution, but telling the student what to do reduces the student's feelings of responsibility. It then becomes "your problem" rather than the student's problem. Also, the teacher may unknowlingly suggest something the student has already tried, which did not work. This can lead the student either to doubt the teacher's ability to help, to see the problem as insoluble, or to believe that the teacher does not really understand. Finally, if the teacher designs a solution *for* instead of *with* a student, the student may have a stake in making sure the idea is *not* successful. This is another way the student may think, "If the plan didn't work, it's your problem, not mine. It's your job, not mine, to think up a new plan." It is important to leave the responsibility where it belongs--with the student.

Listen for Ideas. Listen to the student's ideas for changing his or her behavior. If the student seems to ignore part of the cause of the problem, the teacher may ask what plans the student has for dealing with that aspect of the situation. If the student seems to be saying, "Well, I'll just do better from now on," it may be necessary to encourage him or her to be more specific. The teacher's role should be one of listening and helping the student think things through. The teacher may need to give certain information or suggest possible options, but must refrain from becoming the decision-maker or solution-giver.

Clarify. After the teacher and student have discussed the student's responsibility for the problem and its solution, the teacher can clarify his or her position. It is important that both individuals leave the communication with a clear understanding of the changes which are expected in the student's behavior, a time-frame in which these changes should be accomplished, and the actions the teacher will take as a result of these changes.

To summarize, communication with students should:

- be friendly, supportive, or helpful in tone--not hostile or accusatory
- be objective and data-based
- initially be limited to topics related to classroom behavior

- invite student response and input, to which the teacher carefully listens
- not include the teacher's advice or recommendations for correction of the behavior problem
- conclude with a clear understanding of changes, time-frame, and benefits which are expected. (Adapted from Tindall, et al., 1980)

Problem Solving Strategies. If a student's disturbing behaviors in class seem related to a specific problem, the teacher may want to help the student work through it systematically. Based on the communication skills discussed above, problem-solving strategies generally include the following five phases.

General Orientation. Help the student state the problem. Remind the student that problems are a normal part of life. One cannot give up, it one is to deal with problems effectively.

Problem Formulation. Help the student define the problem concretely and classify the important issues, information, and goals. Many feelings may come out. They should be included, to the extent that they are relevant, in the problem definition. The teacher's experience may help see the aspects of the problem that the student cannot see. Identify these aspects, but leave the student in sole ownership of the problem. Ask such questions as, "I wonder if X is part of this?" or "Do you thing Y contributes to the problem?" Encourage the student to write a succinct statement of his or her problem.

Generation of Alternatives. Encourage the student to think of as many ways as possible to solve the problem. At this point, do not restrict the student to reasonable or socially acceptable options. It may well have an undesirable impact if the teacher suggests that the student drop out of school as a solution to his or her truancy problem. But if the student suggests it, allow him or her to consider it along with other less drastic ideas.

Decision-Making. Help the student consider the likely consequences of each of the alternative solutions. Encourage him or her to look at short-term and long-term outcomes. Remind the student that many problems have no single right answer, and that the best solution may be a combination of some of the alternatives. Remember not to choose a solution for the student. Also be wary of making recommendations about which solution would be best.

Verification. Encourage the student to try out his or her solution to see whether it works. Try to help the student define success specifically enough to measure his or her progress. Encourage the student to give the plan a good try--some behavioral changes take practice to become effective. Suggest that the learner keep track of his or her progress in writing. Help the student understand that failure need not be devastating. If the initial plan does not work, he or she can return to Step 2 or 3, and try again. (Adapted from Tindall, et al., 1980)

Individual Learning Styles. Nearly every person has a preferred learning mode or style. In order to best meet the needs of an individual student, teachers need to teach to specific learning abilities. Teachers need to know if the student learns best by the auditory, visual, or tactile modes. Examples of instruments to help determine learning styles are included later in this section.

The following lists presents some teaching tips for working with the three basic types of learners: auditory, visual, and tactile.

Auditory Learners. (learn best by listening/hearing):

- special emphasis on hearing mode of learning
- special attention to oral presentations
- speak slowly and clearly
- ask student to pay attention to lip movements
- be sure student is seated with clear view of the speaker
- some learn best by closing their eyes and listening
- carefully pronounce new words and have student practice saying them
- tape record lessons so student may review material
- encourage student to take notes and then check notes to see if material is recorded correctly
- read aloud while student follows along especially when giving oral test directions
- oral tests and oral feedback will reinforce learning
- ask student to repeat directions
- repeat directions
- allow more time for student to respond to questions
- use cues when outlining material verbally
- encourage students to repeat important points to themselves
- pictures, charts, or lists can be used if content is verbalized, explain chart or picture slowly and in detail
- use role-playing
- let student give demonstrations and instructions to class on how to do things

- encourage students to talk about their work with others.
- remember auditory learners learn best by listening and will retain information longer and more completely when the information is heard.

Visual Learners. (learn best by seeing):

- find ways to turn the spoken word into pictures
- encourage student in reading to practice the look-say method--they will not benefit from sounding out words
- use flash cards and show each step on a separate card
- help student to visualize a story problem in math
- encourage student to underline key points when reading
- students should use wide-lines paper for note-taking
- suggest that the student should make notes to him or herself
- encourage student to use acronyms and try to visualize them
- use a variety of visual aids (blackboards, overhead projectors with colored overlays, graphs, diagrams, and maps)
- encourage visual learners to use drawings, maps, and graphs to complete assignments and when presenting ideas to the teacher.

Tactile Learners. (learn best by doing):

- provide hands-on activities in classroom or laboratory
- use accessible equipment like tape recorders, calculators, typewriters, and audio-visual equipment
- use available tools
- provide field trips
- provide work experience or simulated work experience
- whenever possible arrange a learning situation that involves activity
- bring items of discussion to class and let students feel or touch them
- when possible let students build models or replicas.

These three basic learning styles and the suggestions on how to help students who are primarily of one style can be an effective way to help students stay in school. By focusing on the individual student's particular learning style, we are communicating several messages to that student. These messages are that the student is:

- a unique and interesting person,
- worthy of our concern to find out how they best learn, and
- deserving of academic success.

These messages are vital and powerful statements to encourage students to stay in school.

Sample Learning Style Instruments. As an example of how to assess individual learning styles, the Middleton (Wisconsin) school system uses a unit on learning styles based on the approach developed by Hill called educational cognitive style mapping. An introductory activity to have students begin to examine differences in learning styles and how these relate to strengths everyone has is included as Figure 6. This activity is relevant to grades K-8.

Another learning styles instruments is the C.I.T.E. Instrument (Babich, Burdine, Albright, and Randol, 1976). The C.I.T.E. instrument is divided into three main areas: information gathering, work conditions, and expressive preference. Information gathering includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic. Work conditions focus on whether a student works better alone or in a group. Expressiveness preference considers whether a student is more effective with oral or written communication. Each of these nine styles areas of the C.I.T.E. Instrument is described here as if the student had a strong preference for that particular style.

1. Auditory Language - This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have learned by hearing.

2. Visual Language - This is the student who learns well from seeing words in books, on the chalkboard, charts, or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

3. Auditory Numerical - This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his math book, for written materials are not important. He or she can probably work problems in his head, and may say numbers out loud when reading.

4. Visual Numerical - This student must see numbers - on the board, in a book, or on a paper - in order to work with them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

5. Auditory-Visual-Kinesthetic Combination - The A-V-K student learns best by experiencing - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle, touch, and work with what he or she is learning.

6. Individual Learner - This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

7. Group Learner - This student prefers to study with at least one other student, and will not get as much done alone. He or she values others' opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

8. Oral Expressive - This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

9. Written Expressive - This learner can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

The C.I.T.E. Learning Styles Instrument is seen in Figure 7. It is self-report form which asks students to rank each statement with a number from 4 ("most like me") to 1 ("least like me"). To administer the C.I.T.E., the teacher needs to distribute tests and answer sheets to each student. The class should understand clearly that the statements are not questions with right or wrong answers and that no grades will be given. Students' responses should reflect their feelings, and usually their first choice will be best. Students should be sure to respond to every question. To accomodate those who prefer auditory to visual stimuli, or for elementary age and non-readers, the teacher should read each statement aloud and allow a few seconds for the students to answer.

To score student responses to the C.I.T.E. Instrument, use the score sheet (Figure 8). The numbers listed under each of the nine learning style areas designate the statements on the Instrument which measure the particular style. For example, statements 5, 13, 21, 29, and 37 all measure the visual language style of learning. To determine a student's score for each style:

- first, look up the response given for each statement and write it in the appropriate blank
- second, total up the numbers in each learning style category
- third, multiply the totals by 2.

In many classes it is possible for each student to score his or her own instrument and graph the results for easy compilation by the teacher. A score of 33-40 indicates that this is a major learning style for the student. He or she prefers this mode of learning, feels comfortable with it, and uses it for important (to the student) learning. A student does not necessarily have one and only one preferred style. A score from 20-32 shows a minor learning style. The student uses this mode, but usually as a second choice or in conjunction with other learning styles. A score below 20 indicates a negligible learning style. He or she prefers not to use this if other styles are available. (Tindall,et al., 1980, pp. 402-404.)

Classroom Strategies. In discussing specific classroom strategies to be used with students having problems, including emotional problems, the teader is reminded that the communication and problem solving skills previously discussed in this section are extremely valuable. This discussion is concerned with additional ways of helping dropout prone students by focusing on three major sources of emotional problems that precipitate many students' dropping out. These are:

(continued on page 33)

Figure 6

People Puzzle

This exercise was designed to have students begin to examine differences in learning styles and how these relate to strengths that everyone has. The students will gain an awareness of differences in learning and how learning environments might relate to these differences.

Materials: 4 pictorial representations of different learning environments

4 pictures of famous people

The pictures of famous people are cut into four or five sections and a brief description of a learning strength is written on the back of each picture piece. When the puzzle pieces are put together (and fastened with tape) the students turn them over and read the descriptions to the class. They are then asked to describe which type of learning environment would be best suited for these particular individuals' learning styles.

The accompanying discussion questions may be used.

Discussion Sheet

1. What kind of learning environment would each of the characters want to work in? Why?
2. What would happen if the pictured characters could not work in the learning environment they wanted to?
3. Which of the pictured characters most closely resembles the way you would like to learn? Why?

The following items would be written on the back of the picture characters. One item is written on each piece.

First Character

likes to touch things
understands when hearing sounds
acts our things a lot
likes to do things with his/her hands

(continued)

Figure 6 (continued)

Second Character

listens to the teacher well
likes to have things explained
asks the teacher a lot of questions
likes to have a lot of instructions

Third Character

knows how other people feel
likes to listen and talk with other students
gets along with others
learns a lot when with friends

Fourth Character

gets work completed on time
knows where he or she needs help on assignments
likes to choose activities
enjoys being by him/herself

Each of the following are put on the board with a picture depicting the different learning situations:

1. Teacher Presentation
2. Experimental
3. Group Discussion
4. Independent Study

Source: Project Discovery: Model of an educational alternative for dropout prevention. (Final Report: Curriculum guidelines and activities). Reproduced for use of Middleton-Cross Plains Area Public Schools by permission of Ron Retzke, Motivation to Learn, Inc., November 22, 1977.)

Figure 7

C.I.T.E. LEARNING STYLES INSTRUMENT

Babich, A.M., Burdine, P., Albright, L., Randol, P.
Wichita Public Schools
Murdock Teacher Center

		MOST LIKE ME			LEAST LIKE ME
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I have heard than what I have read.	4	3	2	1
20.	It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21.	I like written directions better than spoken ones.	4	3	2	1
22.	If homework were oral, I would do it all.	4	3	2	1
23.	When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24.	I get more work done when I work with someone.	4	3	2	1

(continued)

Figure 7 (continued)

		MOST LIKE ME			LEAST LIKE ME
25.	Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26.	I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27.	The things I write on paper sound better than when I say them.	4	3	2	1
28.	I study best when no one is around to talk or listen to.	4	3	2	1
29.	I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30.	Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31.	When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32.	I can learn more about a subject if I am with a small group of students.	4	3	2	1
33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34.	I like to make things with my hands.	4	3	2	1
35.	I like tests that call for sentence completion or written answers.	4	3	2	1
36.	I understand more from a class discussion, than from reading about a subject.	4	3	2	1
37.	I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38.	Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39.	It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40.	I like to study with other people.	4	3	2	1
41.	When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42.	I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43.	Sometimes I say dum things, but writing gives me time to correct myself.	4	3	2	1
44.	I do well on tests if they are about things I hear in class.	4	3	2	1
45.	I can't think as well when I work with someone else as when I work alone.	4	3	2	1

Source: Babich, A., Burdine, P., Albright, L., & Randol, P Administration of the C.I.T.E. learning styles instrument. Wichita, Kansas: Center for Innovative Teaching Experiences, Murdock Teacher Center, Wichita Public Schools, 1976. in Tindall, et al., 1980.

BEST COPY AVAILABLE

Figure 8

C.I.T.E. LEARNING STYLES INSTRUMENT

SCORE SHEET

VISUAL LANGUAGE
5 --- __________
13 --- __________
21 --- __________
29 --- __________
37 --- __________
Total _____ x 2 = __________ (Score)

VISUAL NUMERICAL
9 --- __________
17 --- __________
25 --- __________
33 --- __________
41 --- __________
Total _____ x 2 = __________ (Score)

AUDITORY LANGUAGE
3 --- __________
11 --- __________
19 --- __________
36 --- __________
44 --- __________
Total _____ x 2 = __________ (Score)

AUDITORY NUMERICAL
7 --- __________
15 --- __________
23 --- __________
31 --- __________
39 --- __________
Total _____ x 2 = __________ (Score)

KINESTHETIC-TACTILE
1 --- __________
18 --- __________
26 --- __________
34 --- __________
42 --- __________
Total _____ x 2 = __________ (Score)

SOCIAL-INDIVIDUAL
4 --- __________
12 --- __________
20 --- __________
28 --- __________
45 --- __________
Total _____ x 2 = _______ (Score)

SOCIAL-GROUP
8 --- __________
16 --- __________
24 --- __________
32 --- __________
40 --- __________
Total _____ x 2 = _______ (Score)

EXPRESSIVENESS-ORAL
6 --- __________
14 --- __________
22 --- __________
30 --- __________
38 --- __________
Total _____ x 2 = _______ (Score)

EXPRESSIVENESS-WRITTEN
2 --- __________
10 --- __________
27 --- __________
35 --- __________
43 --- __________
Total _____ x 2 = _______ (Score)

Score: 33 - 40 = MAJOR LEARNING STYLE
20 - 32 = MINOR LEARNING STYLE
5 - 20 = NEGLIGIBLE USE

Source: Babich, A., Burdine, P., Albright, L., & Randol, P. *Administration of the C.I.T.E. learning styles instrument*. Wichita, Kansas: Center for Innovative Teaching Experiences, Murdock Teacher Center, Wichita Public Schools, 1976 in Tindall, et al., 1980.

- a crisis outside of school,
- reaction to current school situation or previous failure in school, and
- chronic emotional problems.

Students in Crisis. Students' emotional difficulties are sometimes short-term and may be caused by crises outside of class. A death in the family, a brother or sister in trouble with the law, an impending divorce, or other serious personal upheaval may render the student unable to concentrate on classwork. Understanding and support can make an enormous difference in helping a student continue in school at this time.

Communicating with with the student may provide the help he or she needs. Allowing the student to miss a class or turn in late assignments can be crucual to helping the student stay in school. The teacher might also agree that the student may make up lab work or be given other support during the crisis period. Whatever the nature of such an agreement, it needs to be clearly understood by both the teacher and student and it should include a time limit. If the crisis is serious and long-term it may be appropriate to recommend that the student receive additional support from school or community personnel.

Reactions to School Situations. Some students who are otherwise happy and well-adjusted may show emotional problems in school, or in a particular class, because they are reacting to a stressful school situation. For example, a student with many friends, a part-time job, or other active interests, may seem to "turn off" in class. Two types of school-reaction problems are fear of failure and lack of motivation. Classroom techniques for aiding students with these problems are discussed below.

A number of factors can cause students to become so anxious in school that learning is blocked. Pressure from parents, fear of ridicule, low self-esteem, or past failure can make students "freeze-up" in the classroom. Test anxiety is such a phenomenon. Students with this problem have great difficulty showing their knowledge because the testing situation itself produces so much emotional "static" that they cannot perform effeciently.

Dropout prone students are especially prone to having emotional problems in certain school situations. These students may have suffered so many years of failure, humiliation, and riducule that any classroom becomes threatening to them. Sometimes failure becomes so familiar that is is frightening to experience success. These students may have developed defenses which are activated in class, whether or not they are needed. Aggressiveness, passive refusal to attempt work, joking, and acting out may all be defensive efforts to forestall disappointment at another failure.

There are several kinds of actions which help these students learn. Getting to know the individual and establishing rapport is important. The student will feel less alienated and less threatened in class where he or she is welcome and wanted. Lessons in which success can be achieved in a series of small steps, especially at the beginning of the semester, help the student gain confidence. A measure of privacy when the student attempts a new task can easy his or her embarrassment at any felt awkwardness or ineptness. Allow the student opportunities to correct mistakes and thus ease the pressures he or she feels. Help the student not to over-react to failure and praise him or her for continuing to try. This will build confidence. If efforts to make the student feel welcome and comfortable in class do not help the student relax and concentrate, it may be necessary to refer him or her to some school or community person for additional help.

The other type of school-reaction problem is motivation. Two major elements in the lack of student motivation are:

- students' feeling that their efforts will not effect the outcome and
- students' view of the lack of positive value of the activity.

The first type of motivational problem is best addressed by actively involving the student in the classroom. This involvement encourages the student to develop confidence in his or her capabity to succeed and thus enhances the student's skills.

The second type of motivational problem may be improved by career counseling. By encouraging the student to take a longitudinal look at school and its relation to work some positive reasons will arise in answer to the question, "Why is this important to me?"

Chronic Emotional Problem. In working with students who have emotional problems it is a good idea to consult with the student's parents, special education teacher, or counselor to determine whether any particular teaching techniques especially help or hinder learning.

Knowing the student's career goals, and why he or she is enrolled in the course will help meet the student's needs. Once it has been agreed that the student is to be in a class, and after determining how he or she learns best, it is important to be consistent. The room should look the same every day, if possible. Class schedules should be as routine as the teacher can make them. It may be difficult for this student to cope with the rearrangement of furniture, haphazard break times, or unexpected interruptions or visitors. The teacher's attitude and behavior toward the student should also be as consistent as possible. If the learner knows what to expect from the environment and from the teacher when he or she enters class, the student will find it easier to concentrate on the work.

As much as possible, ignore disturbing behaviors shown by this student. Where necessary, calmly and clearly tell the student what behavior you expect. The teacher's support is especially important to the student with chronic emotional difficulties. Reward good work and praise improvements in behavior. Model the calm, consistent manner the student should achieve. Forwarn him or her of potentially upsetting plans - changes in the schedule or environment, upcoming tests or quizzes, and so on. [The preceeding discussion has been adapted from Tindall, et al., 1980.]

Goal Setting and Individual Planning. The fourth method of focusing on and helping the individual student is that of goal setting and individual planning. The concept of individual educational planning is not new to public education. With the advent of special education legislation dealing with handicapped students, schools now must routinely prepare and follow an individualized plan of education. The concept of goal setting likewise is not new and is a valuable component of many school's overall educational philosophy.

A suburban Minneapolis school's dropout prevention program entitled SAIL (Student Advocates Inspire Learning) combines goal setting with individual planning to keep students in school. The vehicle used by the

SAIL staff for recording and addressing individual goal setting by dropout prone students is called Goal Attainment Scale. The remainder of this discussion focuses on the SAIL goal attainment scale as an effective and workable example of how goal setting and individual planning can be utilized to keep students in school.

The goal attainment scale is a unique method of goal setting which specifies five discrete levels of attainment. For each targeted behavior (i.e., attendance, staying straight, etc.), there is a range of attainment from the worst possible outcome to the best possible outcome. The primary focus is on the middle or expected level or outcome. A sample copy of a goal attainment follow-up guide that shows these levels is included as Figure 9.

When setting goals that are likely or expected to be achieved, there are a number of considerations of which staff and students need to be aware. The considerations are:

1. the student's current level of functioning,
2. the student's level of motivation to change,
3. extenuating circumstances in the student's life,
4. the level of support services available to the student, and
5. the normal peaks and valleys of progress likely to occur in any treatment process. (SAIL Visitors Packet, Minnetonka, MN: Lindbergh High School, n.d., p. 23.)

After establishing the expected level of outcome for a particular goal, the next step is to look at the extremes of best expected outcomes and worst expected outcomes. The expected level of outcome is the goal that both the staff and the individual student feel is most likely to occur. The reader is cautioned that setting realistic gaols is absolutely necessary for goal setting and individual planning to help students stay in school. Setting goals that are unrealistically high will most probably cause a student to fail in achieving that goal and that failure is counterproductive to encouraging school continuation. Likewise, setting goals that are too low can decrease individual motivation to improve by creating an atmosphere that school is an endeavor not needing much effort or energy.

Figure 9

Goal Attainment Follow-up Guide

Student Name ______________________ Goal Setter ____________ Guide Name ________

Follow-up Date ________________

Goal Setting Date ________________

____ Number of Scales Written
____ Goal Attainment Score
____ Level at Intake
____ Change Score

Levels of predicted outcomes				
Much less than expected level of outcome				
Somewhat less than expected level of outcome				
Expected level of outcome				
Somewhat more than expected level of outcome				
Much more than expected level of outcome				

Source: SAIL Visitors Packet, Minnetonka, MN: Lindbergh High School, n.d., p. 6

It is noted that goal setting should be a cooperative process between the student and a school staff person. Most students have difficulty in setting realistic objective personal goals. A school staff person can facilitate the goal setting process by using the open communication process skills discussed earlier in this chapter. It is important to remember that no two students may need or should have identical goals. Each student is a unique individual with differing needs and strengths.

The goal attainment scale as utilized by Project SAIL serves the triple purpose of being a treatment focus, a communication link, and an evaluation tool. Using goal setting via the attainment scale also acts as an effective way to meet the students' individualized education plan (IEP). This is of great value because all students selected to be in Project SAIL qualify for special education funding under Section 121a.5 of Public Law 94-142 as reported in the August 23, 1977 Federal Register. That section defines an emotionally disturbed child as any child exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance.

> An inability to learn which cannot be explained by intellectual, sensory, or health factors;
>
> An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
>
> Inappropriate types of behavior or feelings under normal circumstances;
>
> A general pervasive mood of unhappiness or depression; or
>
> A tendency to develop physical symptoms or fears associated with personal or school problems (Federal Register, August 23, 1977, p. 42478 in Sail Visitor's Packet, n.d., p. 6).

Referral of Potential Participants

The identification and referral of individual students as possible candidates for a dropout prevention program or activity should be done at many levels. Referral for participation in a program should be done at all grade levels (K-12) and should be made available to all school staff within a school or a district (e.g., professional, paraprofessional, clerical, and in-school volunteers). Professional judgement is clearly important in a referral process, but other perceptions are also important. Parents and family members, social service and law enforcement agencies, clergy, neighbors, employers, Big Brothers/Big Sisters, and YMCA/YWCA are all possible sources for out-of-school referrals of individual students for a dropout prevention program.

At the junior and senior high school level a dropout prevention program may want to provide the opportunity for students to self-refer or volunteer to participare in the program. The decision to allow self-referral should be appropriate to the population served as well as support the particular program philosophy.

The development of suitable referral forms is an important process in its own right. It will require a considerable amount of time and energy to develop a form that is specific enough to help identify individual students and yet simple and concise enough for school staff or out-of-school persons to use. Keeping in mind that the referral form for an individual student used in any particular dropout prevention program should be unique, three sample forms are included in Figures 10 through 12. These sample forms are of three types: in-school referral form, out-of-school referral form, and student self-referral form.

Selection Process

The selection process will vary according to the needs and resources of the school and community. For this reason, the selection process actually begins with an assessment of needs. The reader is referred to *Assessing the Need for Dropout Prevention* where an in-depth view of needs assessment is addressed.

The selection process of individual students to participate in a dropout prevention program requires that considerable attention be paid to criteria used for selection. The criteria used to select students will vary from school to school based on the needs of the students and resources of the program. There is no one selection criteria that is right. That criteria depends on the local school and community situation.

Another item to consider in the selection process is "Who will select program participants?" Basic ways identified to select program participants include:

(continued on page 43)

Figure 10

Sample In-School Referral Form

M E M O

TO: All staff (e.g., teachers, counselors, aides, support staff)
FROM: Dropout Prevention Staff/Name of Contact Person

RE: Referral of Candidates for Dropout Prevention Programs/Interventions
DATE:

We would like to begin screening students who might be potential dropouts. We are looking for students who fit all or some of the following criteria:

- underachieving
- poor attendance
- significant difficulties in reading or math
- evidence of emotional problems (e.g., very low self-esteem, disruptive)

On the bottom, please list the students who you feel meet these criteria (any or all). Any additional criteria which you feel warrants special consideration, please note.

THANK YOU for your cooperation. Please return by ________________.
date

****

Recommendations for 19__-19__ School Year

	STUDENT	CRITERIA	GRADE
1.			
2.			
3.			
4.			
5.			

Adapted from Alternative Learning Program, McFarland, WI: McFarland Community Schools, n.d.

Figure 11

Sample Referral Form for Out-of-School Use

I feel that ______________________ is not experiencing success in school and should get additional help. S/he is in grade ______ at ______________ School, and has problems in the following areas:

____

____

His/her age is ____, sex is _____ and ethnic group (race) is _________

Another thing you should know about him/her is __________________

____

____

In addition, I feel the following problem(s) might be adding to the student's lack of success:

_____ school attendance (absent a lot)

_____ low self-esteem

_____ is a discipline problem at school and/or home

_____ does not see the value of school

_____ other areas, e.g.:

____

____

_____ does not participate in extra-curricular activities (athletics, clubs, etc.)

_____ does not seem to have any friends at school

_____ seems to feel rejected

- _____ by teachers
- _____ by peers
- _____ others

Please give more information on the problem area(s) you checked:

____

____

My relationship with this student is: ______________________
specify

For more information, I can be reached at: ____________________

Phone: ______________ ____________________

We thank you for your concern.

Please send this for to: ______________________________
Contact person - complete address

Adapted from project Assistance to Increase Minority Students Success, Madison, WI: Madison Metropolitan School District, n.d.

Figure 12

Sample Self-Referral Form

Student Personal Data Form Date Completed ______

Name ______________________________ Social Security No. __________

Address ___________________________ Telephone ___________ Sex ___

Grade _______ School ______________________ Counselor ______________

Present Age ______ Date of Birth _____________ Height _____ Weight ____

Father's name _______________ Occupation ______________________

Mother's name _______________ Occupation ______________________

Why do you want to enter this program? ___________________________

____

What physical handicaps do you have? _____________________________

What subjects do you enjoy most? ________________________________

What subjects do you enjoy least? _______________________________

What school organizations do you belong to? ____________________

What are your hobbies? ______________________________________

Can you type ________ How many words per minute? ______________

What office machines can you run? ______________________________

Have you used a cash register? _______ What kind? ______ Where? ____

What are your plans after high school? __________________________

List places where you have been previously employed:

Place	Employer	How long
________________________	________________________	__________
________________________	________________________	__________
________________________	________________________	__________

What kind of job would you like to have or do? __________________

____

References: Other than immediate family and relatives

________________________	________________________	__________
name	address	phone
________________________	________________________	__________
name	address	phone
________________________	________________________	__________
name	address	phone

Source: World of Work, Ashwaubenon, WI: Ashwaubenon School District, n.d.

- a team approach involving school professionals,
- a team approach that incorporates outside advisors (e.g., students, parents) as well as school professionals, and
- an individual, usually the program coordinator or a counselor, selects students.

Each method has advantages and disadvantages. These are outlined in Figure 13.

Figure 13

Advantages and Disadvantages
of
Three Different Selection Methods

School Professional Team Approach

Advantages

- more school staff members have input
- procedure is democratic, less arbitrary
- variety of professional perspectives are obtained
- greater staff understanding of program is achieved
- variety of student data can be examined and professionally interpreted by teachers, counselors, psychologists

Disadvantages

- team does not understand program dynamics, objectives
- selection becomes bureaucratic, procedural hassle
- time is lost arranging meetings, seeking consensus

Team Approach With Outside Advisors

Advantages

- democratic process encourages student, parent, and community involvement
- a variety of perspectives and insight from other professionals (e.g., doctors, clergy, social workers) is obtained
- greater community and student commitment to the program is developed

Disadvantages

- has insufficient understanding of school environment and educational objectives of program
- cannot utilize confidential student data
- selection becomes bureaucratic, procedural hassle
- time is lost arranging meetings, seeking consensus
- cannot represent all groups to their satisfaction

(continued)

Figure 13 (continued)

Individual Approach

Advantages

- selects student with whom he or she can successfully work
- selects students in a minimum amount of time
- selects the right mix of student abilities and personalities
- has access to pertinent student data
- students are "chosen by" not "assigned to" a helping professional who has personally selected them

Disadvantages

- excludes youths because of personal bias
- alienates other staff by his or her arbitrariness
- program lacks the support and understanding of community because they aren't involved in this key facet
- other staff resent that another teacher or counselor has the right to turn down difficult students or students they don't want

Once again, the reader is reminded that the selection process and criteria used in that process should be unique to the school and should be based on the needs and resources of the school and the community. The remainder of this section includes samples of instruments used in the selection process and listings of criteria used in selecting individual students for various dropout prevention programs. It is hoped that these samples included in Figures 14 through 21 can be of some value in developing the unique selection processes needed in your school.

Figure 14

Work Experience Programs

The Student

A student who is about to enroll in a work experience program should be fully informed of the purposes of the program and how participation might affect his/her future. He or she has a right to counseling designed to assess personal aptitudes, interests, abilities, and career goals. The student should take an active role in reviewing and helping select a position(s) from the available opportunities and have the right to refuse a work situation felt likely to be a failure. All students should be informed of, exposed to, and have the opportunity to experience more than one type of work if at all possible. The student is entitled to regular contact with his/her work experience coordinator. This regular contact will permit feedback concerning the success or failure of the placement and aid in making future decisions and in overall program evaluation.

Work experience programs must be directed toward students who are 16 years of age or older. As stated in the statute, the program shall be developed in consultation with a school social worker, psychologist, or school counselor.

Characteristics of students eligible for participation in this program include:

(1) Students who exhibit exceptional educational needs;

(2) Students who, despite staff efforts to assist their learning, continue to experience serious difficulty in other school programs;

(3) Students who exhibit repeated truancy, motivational, and/or disciplinary problems;

(4) Students who demonstrate a need to work in order to afford to continue their education, and/or

(5) Students who appear to need realistic exploratory experiences in order to make career decisions.

Source: Suggested Guidelines for Implementing Work Experience Programs. Bulletin No. 6902, Madison, WI: Wis. Dept. of Public Instruction, 1976, pp. 5 and 6.

Figure 15

Oshkosh Work Experience Program

The Student...

Students for the Work Experience Program must be identified as potential school leavers. Potential school leavers may possess one or more of the following characteristics:

Over age in grade
Not relating with classwork
Truancy problems
Need to work to continue their education
Deprived economically
Negative attitudes concerning work, school or society
Alienated children
Discipline problems
Half day performers
Handicapped

Sources of identifying students include:

School administrative staff, guidance counselors, school social workers and special education staff.

Recommendations from other agencies such as: Juvenile Courts, Social Workers, and Vocational Rehabilitation

Parents

Student performance, behavioral and health records

Student interviews

Criteria for selection of students is as follows:

Must be a minimum of 14 years of age
Must be in 9th grade or above

Student schedules will depend on needs and abilities of the student selected for the program.

Source: Work Experience Oshkosh Program, Oshkosh, WI: Oshkosh Public Schools, n.d., p. 3.

Figure 16

SAIL Project

Basic Assumptions of the SAIL Program

1. A systems interpretation and treatment approach is most effective.
2. Change is possible.
3. Students are responsible for their own behavior.
4. The search for villians is not productive. Significant adults in the child's life have done the best they could at the time.
5. Accountability is essential...by students, parents, and staff.
6. Open communication between all facets of the system is crucial... students, parents, faculty, administrators, community agency personnel, and SAIL staff.
7. Dropout prone students need intensive counseling assistance. Modified curriculum and work experience programs are useful, but only tangential remedies for the students' core problems.
8. School is the best place for most kids.

Criteria For Selection

Students are referred if they meet any of the following criteria:

1. The student is a former dropout who wishes to re-enter school.
2. The student is showing "in school dropout" behavior by having earned at least 3 fails or incompletes in a marking period.
3. The student states serious intentions of dropping out.

Source: SAIL Vistors Packet, Minnetonka, MN: District #274, Hopkins Public Schools, n.d., p. 9.

Figure 17

Career Thrust Program - West High School

Selection of Students

The "Careers" team feels that the students currently enrolled in the program are closer to those best helped by the program than in past years. The meetings held last spring with middle school counselors and teachers were very beneficial both in providing a description of characteristics of students and in sharing feedback about students who had been selected the previous year. The selection criteria presented the middle school teachers were as follows:

Possible "Careers" students may have...

1. above average or average ability
2. attendance problems
3. no severe learning or emotional problems
4. short attention span
5. withdrawn nature
6. social maturity because of outside experiences, yet inability to relate to other students
7. expectations of success are often below their abilities
8. problems recognizing personal success
9. need for support and structure
10. problems realizing the consequences of actions
11. problems because of effects of peer pressure
12. low motivation

Most students who were selected for the program were recommended by at least three eighth grade teachers. Thirty-five students are involved in the program this year. Six are from Cherokee, seventeen are from Lincoln, and twelve are from Van Hise. Of the 35 students, 25 are boys and ten are girls. Six of the students are minority students.

Because of the success in identifying "Careers" students this year, it is our recommendation that the same format be followed in selecting students for next year.

Source: Career Thrust Program. Madison, WI: Madison Metropolitan School District, 1976.

Figure 18

Menomonee Falls North High School
Proposed Course in Integrated Studies

Purpose

Within the school there are a number of students who are disenchanted with their classes and as a result are making poor progress. Their poor progress may be the result of low ability, they may be emotionally disturbed, have a reading problem, or, for some other reason have developed a negative attitude toward school. I am recommending that we develop a course that would help provide these students with the skills needed to function somewhat effectively as adults. The program could be designed around math, science, social studies and language arts with emphasis on fundamentals and numerous high-interest activities.

Criteria for Selection

To be eligible to elect this course, a student must meet one of the following criteria: (Final approval must be obtained from the counselor.)

1. Accepted as a participant in the SLD class.
2. Poor school or class attendance defined as follows: "an average of one absence a week for the preceding grading period."
3. Chronic referrals to the Assistant Principal (at least once each month during the preceding semester).
4. Deficiency of credits--Failure or E grade in 2 or more subjects during the preceding semester.
5. Students identified as being learning disabled but whose disability is not severe enough to warrant placement in the SLD class.
6. Potential behavior problems based on out-of-school, community altercations.
7. Recommendation of School Social Worker or School Psychologist as a result of routine referral.

Source: Integrated Studies Program. Menomonee Falls, WI: Menomonee Falls Public Schools, n.d.

Figure 19

Cedarburg Alternative Education Program

The screening instrument will utilize the following baseline criteria for initial identification for their Alternative Education Program for potential dropouts:

1. Students who have exhibited excessive absenteeism as compared to average school attendance by the majority of the student body
2. Students who fall significantly below grade level in reading ability based upon district records
3. Students who demonstrate a lack of competency in basic mathematical skills based upon district records
4. Students who demonstrate a lack of competency in language arts skills based upon district records
5. Students who have social and attitudinal insecurities as identified through the Barkley Classroom Climate Inventory and Learning Needs Inventory as well as teacher, counselor, and principal observations
6. Students who show a patterned decline in academic achievement as identified by standardized achievement tests
7. Students who show underachievement as identified through comparison of standardized ability test scores with standardized achievement test scores

It should be understood that many students may be characterized as having some of the above. The identification process will be concerned with determining those students who demonstrate many of these characteristics and/or demonstrate a more severe problem in several of the above criteria.

Source: Alternative Education Program, Cedarburg, WI: Cedarburg Public Schools, n.d.

Figure 20

Teacher Survey for Student Identification Process

Teachers:

We would like your help in identifying students for the Experience Based Education Program for next year. Below are some aspects that a student might possess to qualify for E.B.E. Please list any student who is 14 years old or older, and who you feel is a potential dropout. Just a reminder - the potential dropout may or may not be the student in your class who is acting out or a behavior problem. Often times the reserved students may possess dropout tendencies. Please keep this in mind when making your recommendations. After each student that you list please indicate at least one reason for your identification of that student by commenting in the space on the attached sheet. This will greatly assist us in making a final selection. Thank you.

1. Emotional	Exhibits emotional outbursts or withdrawal which makes it difficult to function in a rational manner.
2. Attendance	Truancy, habitual absences or tardies, frequent period skips.
3. Educational Achievement	Record of frequent failures throughout school. Functions below grade level.
4. Attitude	Personal motivation lacking Habitual lack of cooperation in classroom setting Reacts negatively toward authority figure.
5. Family Related	Parent or sibling influence to leave school. Broken home Parent with drug/alcohol problem. Other members of family dropped out.
6. Behavior	Creating a destructive atmosphere Abuse of school, fellow students, staff.
7. Peer Relations	One who follows peers regardless of consequences to self. The peers tend to be negative toward the school establishment. Those who have great difficulty relating to peers in a positive manner. (Loner?)
8. Self Concept	Satisfaction with self as a person is usually poor.
9. Self Prophecy	Has indicated a desire to leave school.

Source: Experience Based Education, Lincoln, NE: Lincoln Public Schools, 1974.

Figure 21

The "In Step" Program (Grade 7)

It has been our experience that students who experience adjustment problems throughout their elementary school years are those who are prime candidates for dropping out of school before graduation. Although there are exceptions to this trend, we felt that we should take steps to identify these students. Our plan is to work with them in developing a more positive attitude toward themselves and to their school setting.

Identifying criteria were derived from elementary teachers, principals and junior high school counselors. A list of the most commonly reoccurring characteristics of the typical dropout student are:

1. Lack of social or "getting along with others" skills.
2. Early involvement with law enforcement agencies.
3. Belonging to families with a traditional negativism towards education.
4. Shunned offers of help from school personnel.
5. Lower standards of health, hygiene and/or dress.
6. Grade placement beneath his or her age level.
7. Unstable home environment (alcoholism, divorce, abuse).

The counselors believe that these students suffer from poor self-images which, in turn, contribute to their hostility toward their peers and to their surroundings. Consequently, we have placed a heavy emphasis on materials designed to enhance the way they view themselves. Indeed, each lesson has the underlying goal of developing a more positive and accepting self-regard.

Identified students have been scheduled into Group Guidance classes just as all seven graders are. Each group is set at eight to ten students, in order to have more time for individual discussion. The materials covered are similar to the regular seventh grade units with the exception that there is more concentrated effort on improving self-concept.

The title "In Step" was selected for this group because these students are out of step with their school and society in general. Our ultimate goal is to bring them as close to being "in step" as possible.

Source: In Step. Neenah, WI: Neenah Joint School District, 1979.

Examples of Instruments and Tools used by Schools in Focusing on the Needs of the Individual Student

A variety of instruments and tools have been used by educators and community members when focusing on the needs of the individual student. Some of these tools are comprehensive and formal while others take a more informal approach. Likewise, the addressed scope of the tools varies from instrument to instrument.

Several instruments and tools that focus on the individual student are included in the "Attachments" to this section. These are provided as examples of items used by schools and communities. It is intended that these resources aid in the development of specific tools to be used by the local school and community.

References Cited

Alternative Education Program, Cedarburg, WI: Cedarburg Public Schools, n.d.

Alternative Learning Program, McFarland, WI: McFarland Community Schools, n.d.

Assistance to Increase Minority Students Success. Madison, WI: Madison Metropolitan School District, n.d.

Career Thrust Program, Madison, WI: Madison Metropolitan School District, 1976.

Experience Based Education, Lincoln, NE: Lincoln Public Schools, 1974.

Hartz, J. & Kosmo, S. *Career counseling in the rural school*. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1977.

In Step. Neenah, WI: Neenah Joint School District, 1979.

Integrated Studies Program. Menomonee Falls, WI: Menomonee Falls Public Schools, n.d.

Moran, M.F. *Assessment of exceptional learning in the regular classroom*. Denver, CO: Love Publishing Company, 1978.

Novak, J. & Hammerstrom, W. *Desk reference: Facilitating career counseling and placement*. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1976.

Retzke, F. *Project discovery: Model of an educational alternative for dropout prevention*. Final report: Curriculum guidelines and activities. Milwaukee, WI: Motivation to Learn, Inc., 1977.

SAIL visitor's packet. Minnetonka, MN: District #274, Hopkins Public Schools, n.d.

Shorewood Public Schools. Shorewood, WI: Shorewood Public Schools, n.d.

Suggested guidelines for implementing work experience programs. Bulletin No. 6902. Madison, WI: Wisconsin Department of Public Instruction, 1976.

Tindall, L. Gugerty, J., Crowley, C., Getzel, El, Salin, J., Fessendon, P. *Puzzled about educating special needs students?* Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980.

Work Experience - Oshkosh Program. Oshkosh, WI: Oshkosh Public Schools, n.d.

World of Work. Ashwaubenon, WI: Ashwaubenon School District, 1979.

Attachment

Sample Tools and Instruments for Focusing on the Needs of the Individual Student

The resources that follow are samples of tools and instruments for focusing on the needs of the individual student. These have been developed and used in conjunction with local dropout prevention efforts. They are provided here to aid in the development and implementation of local dropout prevention programs and activities.

Attachment A - "Self-Esteem Questionnaire"

Attachment B - "Autobiographical Questionnaire"

Attachment C - "Individuals in a New Group"

Attachment D - "Self-Evaluation"

Attachment E - "Interest Survey"

Attachment F - "School Sentiment Index"

Attachment G - "Student Interview Instrument"

Attachment H - "Educational Support Program Survey"

Attachment I - "Dane County Youth Needs Assessment"

Attachment J - "Adolescent Social History Inventory"

Attachment K - "Social Readjustment Rating Questionnaire"

DATE ________________

Attachment A

SELF-ESTEEM

Self-Esteem Questionnaire

0 -- If it is not true at all for you

1 -- Somewhat true

2 -- Largely true

3 -- Completely true for you

---

1. _____ I usually feel inferior to others.
2. _____ I normally feel warm and happy toward myself.
3. _____ I habitually condemn myself for mistakes.
4. _____ I am much concerned about what others think and say about me.
5. _____ I can let others be "wrong" without attempting to correct them.
6. _____ I have a need for recognition and approval.
7. _____ Losing normally causes me to feel resentful and "less than".
8. _____ I normally do my own thinking and making my own decisions.
9. _____ I usually exaggerate and lie to keep myself out of trouble.
10. _____ I tend to forget about my own talents.
11. _____ I normally speak up for my own opinions.
12. _____ I am free to express love, anger, joy, and resentment.
13. _____ I rarely experience jealousy, envy or suspicion.
14. _____ I am fearful of exposing my "real self".
15. _____ I am normally friendly, considerate and generous with others.
16. _____ I often blame others for my handicaps, problems and mistakes.
17. _____ I am a perfectionist.
18. _____ I accept compliments and gifts without embarrassment.
19. _____ I make and keep friends without exerting myself.
20. _____ I am often embarrassed by the actions of my family or friends.
21. _____ I take disagreement and refusal without feeling "Put Down" or rejected.
22. _____ I usually judge myself with comparison from others.

Source: Student Support Program, Middleton, WI: Middleton-Cross Plains Area School District. n.d.

Attachment B

AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name

2. Birth date

3. Address

1. List three words that best describe you.

2. List each person you live with and a word to describe them.

3. Think of an adult you like. Why?

4. Think of a close friend. Why do you like this person?

5. Why do you think your friends like you?

6. How do you earn money for recreation?

7. What do you like most to do in your free time?

8. What are your favorite TV shows?

Source: Student Support Program. Middleton, WI: Middleton-Cross Plains Area School District, n.d.

Attachment C

INDIVIDUALS IN A NEW GROUP

1. When I enter a new group I feel ____________________
2. When a group starts I ____________________
3. When people first meet me they ____________________
4. When I'm in a new group I feel most comfortable when ____________________
5. When people remain silent I feel ____________________
6. When someone does all the talking I ____________________
7. I feel most productive when a leader ____________________
8. I feel annoyed when the leader ____________________
9. I feel withdrawn when ____________________
10. In a group, I am most afraid of ____________________
11. When someone feels hurt I ____________________
12. I am hurt most easily when ____________________
13. I feel loneliest in a group when ____________________
14. Those who really know me think I am ____________________
15. I trust those who ____________________
16. I am saddest when ____________________
17. I feel closest to others when ____________________
18. My greatest strength is ____________________

Source: Student Support Program, Middleton, WI: Middleton-Cross Plains Area School District. n.d.

Attachment D

Name ______________________________

SELF EVALUATION

I. What did you do this week that pleased you? (Write a sentence or two)

II. What type of attitude, behavior, do you feel you would like to improve or think of improving next week? (Explain a little)

III. How does your behavior in school compare NOW to what you remember about last year? (Write a few sentences to compare)

(continued)

Attachment D (p. 2)

IV. Project yourself to the middle of January. We've been in school 4-5 weeks. Everyone is doing a fine job. The question is, How do you think you'll be doing in January?

V. Sometimes little situations lead to big problems. For example, I might miss one class and then I am afraid to go back to class and end up missing the entire quarter. Have you been in a situation like this? Explain in 3-4 sentences.

Source: School-Within-A-School, Janesville, WI: Janesville Public Schools, n.d.

Attachment E

Interest Survey

Name ________________

Grade _____ Age _______

DIRECTIONS: FILL IN THE BLANKS WITH THE FIRST ANSWER YOU THINK OF.

1. The thing I liked most about school last year was ______________________
____
2. The thing I didn't like about school last year was ____________________
____
3. If I could change something about school I would ______________________
____
4. If I could change something about myself I would ______________________
____
5. My favorite class is ____
6. The class that is the hardest for me is _______________________________
7. When I have time alone I like to ______________________________________
____
8. My favorite game is ____
9. I have ______ brothers and ______ sisters.
10. Circle one: I am the oldest, youngest, in the middle of my brothers and sisters by age.
11. I like to learn about ____
12. My best friends are ____
13. My parents are ____
14. If I could change something about my family I would change _____________
____
15. This year I am going to try my best to _________________________________
____

(Over)

(continued)

Attachment E (p. 2)

16. The best thing that happened to me all last year was ______________________

____

17. If I could have anything I wanted it would be ____________________________

____

18. If I could go any place I wanted it would be to __________________________

____

19. When I don't do as well in school as I can it is because __________________

____

20. The other kids in school treat me ____

____

Source: Project Turnaround, Plymouth WI, Plymouth Public Schools, 1979.

Attachment F

Name ______________________
Sex (Circle) Male Female
School ______________________
Grade ______________________
Program ______________________

SCHOOL SENTIMENT INDEX

DIRECTIONS: For each statement, indicate the extent to which you agree or disagree by marking the corresponding space:

SA) if you strongly agree
A) if you agree
D) if you disagree
SD) if you strongly disagree

EXAMPLE:

SA A D SD
( ) ( ) (x) ( ) 1. My classes are too easy. (If you disagree with the statement, you should place an x under D.

There are no right or wrong answers, so respond to each statement as honestly as you can.

SA A D SD
( ) ( ) ( ) ( ) 1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
( ) ( ) ( ) ( ) 2. I do my best in school because I can get ahead in the world with a good education.
( ) ( ) ( ) ( ) 3. Most of my teachers seem interested in the things I do outside of school.

SA A D SD
( ) ( ) ( ) ( ) 4. Each morning I look forward to coming to school.
( ) ( ) ( ) ( ) 5. My school has too many rules.
( ) ( ) ( ) ( ) 6. Most of my teachers do not allow students much choice in what they study in class.

SA A D SD
( ) ( ) ( ) ( ) 7. I often feel rushed and nervous at school.
( ) ( ) ( ) ( ) 8. Most of my teachers give assignments that are too difficult.
( ) ( ) ( ) ( ) 9. Students here are not as friendly as in other schools.

SA A D SD
( ) ( ) ( ) ( ) 10. Most of my teachers try to make their subjects interesting to me.
( ) ( ) ( ) ( ) 11. I hate having to do homework.
( ) ( ) ( ) ( ) 12. My teachers are interested in what I have to say.

SA A D SD
( ) ( ) ( ) ( ) 13. It is clear to me why I shouldn't drop out of school.

(continued)

Attachment F (p. 2)

SA A D SD
( ) ( ) ( ) ( ) 14. In most of my classes, I have the opportunity to choose assignments which are most interesting to me.
( ) ( ) ( ) ( ) 15. I have signed up for a subject just because it seemed like it would be interesting.

SA A D SD
( ) ( ) ( ) ( ) 16. Most of my teachers give assignments that are just busywork.
( ) ( ) ( ) ( ) 17. I enjoy working on class projects with other students.
( ) ( ) ( ) ( ) 18. Most of my teachers really like their subjects.

SA A D SD
( ) ( ) ( ) ( ) 19. I would rather play a game that I already know than learn a new one.
( ) ( ) ( ) ( ) 20. Most of my teachers seem personally concerne about me.
( ) ( ) ( ) ( ) 21. I enjoy learning in school more than learnin on my own.

SA A D SD
( ) ( ) ( ) ( ) 22. I don't usually enjoy working on puzzles and trying to solve difficult problems.
( ) ( ) ( ) ( ) 23. I think there is too much pressure in school
( ) ( ) ( ) ( ) 24. Most of my teachers will accept suggestions from their students.

SA A D SD
( ) ( ) ( ) ( ) 25. School is a good place for making friends.
( ) ( ) ( ) ( ) 26. I like the challenge of a difficult assignment.
( ) ( ) ( ) ( ) 27. Most of my teachers don't try very hard to understand young people.

SA A D SD
( ) ( ) ( ) ( ) 28. Skipping school whenever I can doesn't really bother me.
( ) ( ) ( ) ( ) 29. I find it difficult to start working on my assignments until they are almost due.
( ) ( ) ( ) ( ) 30. I'm very interested in what goes on at this school.

SA A D SD
( ) ( ) ( ) ( ) 31. Most of the decisions in my classes are made by the teachers.
( ) ( ) ( ) ( ) 32. My teachers ask me to memorize too many facts
( ) ( ) ( ) ( ) 33. There are other reasons for going to school besides just learning.

SA A D SD
( ) ( ) ( ) ( ) 34. There are important subjects not taught in school now which I would be interested in taking if they were offered.
( ) ( ) ( ) ( ) 35. Students have voice in determining how this school is run.
( ) ( ) ( ) ( ) 36. Most of my teachers have encouraged me to think for myself.

(continued)

Attachment F (p. 3)

SA A D SD

( ) ( ) ( ) ( ) 37. I think most of my teachers are fair to me.

( ) ( ) ( ) ( ) 38. I generally try to get involved in many school activities.

( ) ( ) ( ) ( ) 39. Most of my teachers give me some idea of what will be on their tests.

SA A D SD

( ) ( ) ( ) ( ) 40. I really like most of the kids at this school.

( ) ( ) ( ) ( ) 41. My teachers don't allow me to be as creative as I am able to be.

( ) ( ) ( ) ( ) 42. Most of my teachers do not recognize my right to a different opinion.

SA A D SD

( ) ( ) ( ) ( ) 43. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.

( ) ( ) ( ) ( ) 44. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.

( ) ( ) ( ) ( ) 45. I enjoy talking to many of my teachers after class.

SA A D SD

( ) ( ) ( ) ( ) 46. Most of my teachers are critical of the way young people dress or talk.

( ) ( ) ( ) ( ) 47. In order to win an office at this school you've got to be in the right crowd.

( ) ( ) ( ) ( ) 48. Many of my teachers frequently show a lack of preparation.

SA A D SD

( ) ( ) ( ) ( ) 49. It isn't difficult for a new student to find friends here.

( ) ( ) ( ) ( ) 50. Many of my teachers could be trusted if I discussed a personal problem with them.

( ) ( ) ( ) ( ) 51. My favorite classes, regardless of subject, are those in which I learn the most.

SA A D SD

( ) ( ) ( ) ( ) 52. School is important to me because I find many of the things I learn are useful outside of school.

( ) ( ) ( ) ( ) 53. Our school is so large, I often feel lost in the crowd.

( ) ( ) ( ) ( ) 54. I usually get the grade I deserve in a class.

SA A D SD

( ) ( ) ( ) ( ) 55. Teachers are usually the friendliest with the bright students.

( ) ( ) ( ) ( ) 56. I try to do good work in my classes, because you never know when the information will be useful.

( ) ( ) ( ) ( ) 57. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.

SA A D SD

( ) ( ) ( ) ( ) 58. There are enough different groups here at school for any type of student to find friends.

(continued)

SA A D SD
( ) ( ) ( ) ( ) 59. Most of my teachers make it clear about how much the students can "get away with" in class.
( ) ( ) ( ) ( ) 60. I enjoy the social life here.

SA A D SD
( ) ( ) ( ) ( ) 61. Everyone knows who the real losers in this school are.
( ) ( ) ( ) ( ) 62. There are many clicks (closed groups) of students here.
( ) ( ) ( ) ( ) 63. Most of my teachers like working with young people.

SA A D SD
( ) ( ) ( ) ( ) 64. Sometimes I just can't put a book down unti I'm finished with it.
( ) ( ) ( ) ( ) 65. Most of my teachers are too concerned with discipline sometimes.
( ) ( ) ( ) ( ) 66. It is difficult for me to see my education as a stepping stone to future success.

SA A D SD
( ) ( ) ( ) ( ) 67. At school, other people really care about m
( ) ( ) ( ) ( ) 68. If I thought I could win, I'd like to run for an elected student body office.
( ) ( ) ( ) ( ) 69. Most of my teachers will discuss any changes made to my grade.

SA A D SD
( ) ( ) ( ) ( ) 70. Most of my teachers just don't care about students if they're not going to college.
( ) ( ) ( ) ( ) 71. I usually never do more school work than jus what is assigned.
( ) ( ) ( ) ( ) 72. Most of the teachers at my school cannot control their classes.

SA A D SD
( ) ( ) ( ) ( ) 73. It is possible to be popular in school and also be an individualist.
( ) ( ) ( ) ( ) 74. Lunch time at school is not fun.
( ) ( ) ( ) ( ) 75. Many of my teachers are often impatient.

SA A D SD
( ) ( ) ( ) ( ) 76. If I had the choice, I wouldn't go to school at all.
( ) ( ) ( ) ( ) 77. Many of my teachers have "pets".
( ) ( ) ( ) ( ) 78. Most of my teachers often waste too much time explaining things.

SA A D SD
( ) ( ) ( ) ( ) 79. Occasionally I have discovered things on my own that were related to some of my school subjects.
( ) ( ) ( ) ( ) 80. If school were more related to the skills I'll need after I graduate, I might be more interested.

Source: Alternative Education Program, Port Washington, WI: Port Washington Public Schools, 1978.

Attachment G

Student Interview Instrument

1. Do you read more than you did a year ago? Do you enjoy reading more? Do you have better reading skills? Name if possible.
2. Do you plan to go to high school? Why?
3. Has this program helped you identify some types of work you might go into once you are out of school? What are they? Which ones appeal to you most?
4. Do you see yourself as more successful in classwork in this program? Why?
5. How many credits do you think you will earn this year?
6. Has the way you have been able to make it in your classes here changed your mind about what you can do?
7. Have you developed new math skills in this program? What are they?
8. Do you feel you would have gone to high school if you had stayed at the school you attended last year?
9. Do you get along well with the teachers here?
10. Do you get along well with most of the other students?
11. Do the teachers and staff make you feel good about yourself? Do they respect your opinions? Do they make you feel that you can make mistakes and still be respected?
12. Do the teachers and counselors and other staff help you when you need help?
13. Do they make you feel more capable of handling your own problems better?
14. What are some things about this program that you think help you to work out problems and feel better about yourself?
15. Do you come to school more frequently since enrolling in E.S.P.? Why?
16. How many places of employment have you visited? Have these experiences made you want to pursue a career in a particular area?

Source: Educational Support Program (ESP), Kenosha, WI: Kenosha Public Schools, 1979.

Attachment H

Name ______________________________

Today's Date ______________________

EDUCATIONAL SUPPORT PROGRAM SURVEY

This is part of a study to see how you feel about school. There are no right or wrong answers. No one at this school will know how you mark your answers. Please be honest and answer the questions the way you really feel.

If you can't read a question, raise your hand. We will read words you don't know.

When you finish the questions of Part 1, you may start Part 2. After you have finished Part 2 raise your hand and we will collect your papers.

Make sure your name is at the top of this sheet, then begin Part 1.

(continued)

Part 1

After each question in this part, there are many answers. Find the answer to the question which is best for you and circle the number that is in front of that answer. Choose one answer for each question.

1. In general, do you like school?

    1. Like it
    2. Like it and dislike it about equally
    3. Dislike it

2. What kind of grades do you think you are capable of getting?

    1. Mostly A's
    2. Mostly A's and B's
    3. Mostly B's
    4. Mostly B's and C's
    5. Mostly C's
    6. Mostly C's and D's
    7. Mostly D's
    8. Mostly D's and F's
    9. Mostly F's

3. How do you rate yourself in school ability compared with other students in your class?

    1. Among the best
    2. Above average
    3. About average
    4. Below average
    5. Among the worst

4. How important is getting good grades to you personally?

    1. Very important
    2. Somewhat important
    3. Fairly important
    4. Completely unimportant

5. Do you finish your homework?

    1. Always
    2. Usually
    3. Seldom
    4. Never
    5. We are not given any homework

6. Do teachers check you homework?

    1. Always
    2. Usually
    3. Sometimes
    4. We are not given any homework

(continued)

7. Do you have any trouble keeping your mind on your studies?

   1. Often 2. Sometimes 3. Almost never

8. How important do you think grades are for getting the kind of job you want when you finish school?

   1. Very important
   2. Somewhat important
   3. Unimportant
   4. I have no idea
   5. I don't plan to work when I finish school

9. How many of your teachers seem to care about how well you do in school?

   1. Almost all
   2. Many
   3. A few
   4. None

10. What kind of work do most of your teachers seem to expect form you?

    1. Excellent work
    2. Good work
    3. Fair work
    4. Poor work
    5. They don't seem to care

11. Do you care what teachers think of you?

    1. I care a lot
    2. I care some
    3. I don't care much

12. During the last year, did you ever stay away from school just because you had other things you wanted to do?

    1. Often
    2. A few times
    3. Once or twice
    4. Never

13. During the last year, did you ever cheat on any class test?

    1. Often
    2. A few times
    3. Once or twice
    4. Never

14. During the last year, were you ever sent out of a classroom by a teacher?

    1. Often
    2. A few times
    3. Once or twice
    4. Never

(continued)

15. During the last year, were you ever suspended from school?

1. Often
2. A few times
3. Once or twice
4. Never

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING SENTENCES:

16. Teachers should give credit for effort.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

17. Teachers talk about the kinds of problems which people I know really have.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

18. Brains are more important in school than manners.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

19. I would do better in schoolwork if teachers didn't go so fast.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

20. Teachers give enough examples to make things clear for me.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

21. I feel nervous and tense in school.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

(continued)

22. Many of the things we have to memorize are meaningless.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

23. Teachers pick on me.

    1. Strongly Agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

24. The things we learn in school help me to understand what is going on around me.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

25. Teachers use words that I don't know.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

26. Teachers understand students.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

27. Teachers just want you to be quiet.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

28. Most teachers enjoy teaching.

    1. Strongly agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree

(continued)

29. Most teachers know their subject.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

30. Teachers keep good order in class.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

YOU HAVE NOW COMPLETED PART 1. NOW PLEASE START PART 2.

Part 2

Below are some words used by students to describe how they see themselves.

Put an X on one of the lines next to each word to show how you see yourself either *most of the time*, or *about half the time*, or *hardly ever.*

Remember, there are no right or wrong answers. Please answer all 24 questions

	Most of the time	About half the time	Hardly ever
1. Neat	____	____	____
2. A big help at home	____	____	____
3. Clever at school	____	____	____
4. Shy	____	____	____
5. A pest	____	____	____
6. Very good at art	____	____	____
7. Scared to take chances	____	____	____
8. Full of fun	____	____	____
9. A hard worker	____	____	____
10. Polite	____	____	____
11. Trying my best	____	____	____
12. Nice looking	____	____	____

(continued)

Attachment H (p. 7)

13. Lazy ______ ______ ______

14. Full of questions ______ ______ ______

15. Going to do well ______ ______ ______

16. Sad ______ ______ ______

17. Good at sports ______ ______ ______

18. Careless ______ ______ ______

19. Honest ______ ______ ______

20. Nervous ______ ______ ______

21. Good at making things ______ ______ ______

22. Bad ______ ______ ______

23. Liked by other kids ______ ______ ______

24. As lucky as others ______ ______ ______

Source: Educational Support Program, Kenosha, WI: Kenosha Public Schools, 1979.

Attachment I

DANE COUNTY YOUTH NEEDS ASSESSMENT

1. School district ____________________

2. How old are you? (circle one) 11 12 13 14 15 16 17 18 19

3. What is your sex? (check one) ____(1) Male ____(2) Female

4. To what ethnic group do you belong? (e.g., Black, Chicano, White, etc.)

____

5. What grade are you in now? (check one)

____(1) 7th
____(2) 8th
____(3) 9th
____(4) 10th
____(5) 11th
____(6) 12th
____(7) Other (please explain) ____________________

6. How long have you lived in your present community?

____(1) Less than one year
____(2) 1 or 2 years
____(3) 3 or 4 years
____(4) More than 4 years

7. Which of the following best describes where you live?

____(1) House (one family only)
____(2) House (more than one family)
____(3) Apartment
____(4) Mobile or trailer home
____(5) Hotel or Motel
____(6) Other (please explain) ____________________

8. Who is the head of your family?

____(1) Father
____(2) Stepfather
____(3) Foster Father
____(4) Mother
____(5) Stepmother
____(6) Foster Mother
____(7) Other Relative
____(8) Other (please explain) ____________________

(continued)

9. Is the head of your family?

A. ____(1) employed ____(2) unemployed ____(3) retired

B. What kind of job does he/she have? (write in) ____________________

(If unemployed or retired) What kind of job did he/she have when he/she was working?

____

10. How far did the head of your family go in school? (check the highest level of education completed)

____(1) Grade school only

____(2) Junior high/Middle school

____(3) Some high school

____(4) High school graduate

____(5) 1-3 years college or business school

____(6) 4 year college graduate

____(7) Post-graduate or professional training (M.A., Ph.D., etc.)

11. With which of the following adults, 18 years of age or older, are you living now?

(circle as many as apply)

Mother	Yes	Grandfather(s)	Yes
Father	Yes	Aunt(s)	Yes
Stepmother	Yes	Uncle(s)	Yes
Stepfather	Yes	Brother(s) (18 or older)	Yes
Foster Mother	Yes	Sister(s) (18 or older)	Yes
Foster Father	Yes	Other (please explain)	____________
Grandmother(s)	Yes		

____

(continued)

12. In the past year, what changes have happened in your family? Have any of the persons listed below moved in or out of your family?

In the past year:

(If no one has moved in or out, don't circle anything. If people have moved in or out, circle the appropriate responses.)

Mother	1 Moved In	2 Moved Out
Father	1 Moved In	2 Moved Out
Stepmother	1 Moved In	2 Moved Out
Stepfather	1 Moved In	2 Moved Out
Foster Mother	1 Moved In	2 Moved Out
Foster Father	1 Moved In	2 Moved Out
Grandmother(s)	1 Moved In	2 Moved Out

Grandfather(s)	1 Moved In	2 Moved Out
Aunt(s)	1 Moved In	2 Moved Out
Uncle(s)	1 Moved In	2 Moved Out
Brother(s) (18 or older)	1 Moved In	2 Moved Out
Sister(s) (18 or older)	1 Moved In	2 Moved Out
Other (please explain)	1 Moved In	2 Moved Out

____

____

13. Counting yourself, how many people under 18 live in your house?

______________ Number

(continued)

Next, we would like to find out about the kinds of needs and problems you have. It is not likely that you will have had all of the problems or needs listed. Please circle the appropriate response for each of your answers.

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
14.	Looked for work but found that there were no jobs available.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
15.	A need for counseling about jobs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
16.	Unable to find a job for the summer.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
17.	Unable to get a job because of your age.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
18.	No way to find out about what jobs are open or available.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
19.	The only jobs available have no future.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
20.	Police record keeping you from getting a job.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
21.	Your sex keeping you from getting or keeping a job.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
22.	Your race or ethnic background keeping you from getting or keeping a job.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

(continued)

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
23.	No specific training for jobs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
24.	Being persuaded by other kids to use or buy alcohol or other drugs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
25.	A need for alcohol or other drug counseling or education.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
26.	Medical care or treatment costing too much.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
27.	Too hard to get medical treatment by yourself.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
28.	A need for counseling or information about pregnancy or abortion.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
29.	A need for information about sex or birth control.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
30.	Feeling pressured into having some type of sexual activity.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
31.	Teachers, counselors or principals not understanding kids.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
32.	Being physically hurt by teachers when they are disciplining you.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
33.	Being physically hurt by other kids in school.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
34.	Not enough different kinds of classes or courses at school.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
35.	Not enough classes or courses which are useful or really important.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
36.	Teachers not interested in you.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
37.	A lack of alternative school programs like vocational training schools, GED, continuing education programs, or Free Schools.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
38.	Students not having any say in how schools are run.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
39.	Being expelled or suspended from school.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
40.	Racial discrimination in school courses and programs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
41.	Sex discrimination in school courses and programs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

(continued)

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
42.	Not enough school counselors.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
43.	When you go to school counselors they aren't helpful.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
44.	Police treat things more seriously than they should.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
45.	Police are dishonest and crooked.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
46.	Police aren't around when you need them.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
47.	Police aren't really interested in helping kids.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
48.	Racial prejudice on the part of the police.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
49.	Police being more strict with kids than with adults.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
50.	Police being more strict with boys than with girls.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
51.	Friends getting arrested.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
52.	Problems getting legal help, that is in getting a lawyer to help you.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

(continued)

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
53.	Courts are unfair.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
54.	No adult with whom you can talk over problems.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
55.	Parents not spending enough time with their kids.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
56.	Parents not providing good supervision or control.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
57.	Parents not giving their kids necessary things such as food, a place to live, and needed medical care.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
58.	Parents' lack of interest in their kids.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
59.	Parents physically hurt their children when angry.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
60.	Parents not understanding kids' problems.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
61.	People in your neighborhood not knowing or caring about each other.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
62.	Different racial groups not getting along and fighting with each other.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

(continued)

Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
63. Having things stolen or destroyed in your neighborhood.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
64. Street fights and gangs in your neighborhood.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
65. Not enough different kinds of things to do.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
66. Entertainment and other recreational things cost too much.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
67. Recreation, school or community centers are not open when you want them to be.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
68. Feeling either too fat or too thin.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
69. Parent(s) expecting you to spend too much time with the family.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
70. At any time in your life, feeling hurt or angry because of either parent's use of alcohol or other drugs.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious
71. Eating too much junk food.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Serious

(continued)

Attachment I (p. 10)

	Problem or Need	Has this ever been a problem for you personally?		IF YES, How often?			How serious?		
72.	Not getting enough exercise.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Seriou
73.	Not feeling safe in some parts of your school building.	1 Yes	2 No	1 Once or Twice	2 Sometimes	3 Very Often	1 Not Serious	2 Somewhat Serious	3 Very Seriou

We are interested in finding out if you have ever used the services of the following kinds of agencies or organizations. If you have used a particular agency or organization, write in the name of that agency or organization. If you have not used a certain type of agency or organization, skip to the next question.

74. A place to get information about education or to solve a problem related to education. ____________________

75. A place to get information about a job. ____________________

76. A place to get information about things like food stamps. ____________________

77. A place to go talk about a personal problem. ____________________

78 A place to go for any kind of recreation activity with people your own age. ____________________

79. A place to go for medical treatment or to get an answer to a medical or health question. ____________________

(continued)

We would like to have your answers to a series of statements about yourself. We are interested in your opinions; there are no right or wrong answers. Circle only one choice for each statement. If you have any questions, please ask someone in charge.

80A.	It is sometimes necessary to lie on a job application to get the job you want.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
80B.	One can make it in school without having to cheat on exams.	4 Strongly Disagree	3 Disagree	2 Agree	1 Strongly Agree
81A.	If one wants to get good grades in school, he will have to cheat sometimes.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
81B.	One should always tell the truth, regardless of what one's friends think of him.	4 Strongly Disagree	3 Disagree	2 Agree	1 Strongly Agree
82A.	It's OK to lie if you are protecting a friend in trouble.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
82B.	If one wants to have nice things he has to be willing to break the rules or laws to get them.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
83A.	Most teachers, principals and counselors don't really care about most kids.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
83B.	It's not worth planning for anything in the future because I really don't know what is going to happen these days.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
84A.	It's hard to know who to trust these days.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
84B.	I sometimes feel like nobody cares about me anymore.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
85A.	I often feel lonely.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
85B.	I often feel like it's not worth even trying to change things in my life.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree

(continued)

86A.	A kid has to live for today and can't worry about what might happen to him tomorrow.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
86B.	One problem with the world today is that most people don't believe in anything.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
87A.	It is easier for other people to decide what is right than it is for me.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
87B.	It seems that it is harder to know how to act today than it used to be.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
88A.	The chances for me and my friends making it in life are getting worse, not better.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
88B.	My friends seem to change their minds about things more often than in the past.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
89A.	My friends don't seem to like me as much as they did in the past.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
89B.	Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
90A.	I often feel awkward and out of place.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
90B.	People were better off in the old days when everyone knew just how he was expected to act.	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree

91A. Now we would like to ask a few questions about your hopes for the future in terms of education.

How far would you like to go in school?

(continued)

92A.	What do you think your chances are for getting this much education? Good, fair, or poor?	1 Poor	2 Fair	3 Good
93A.	What are the chances you will drop out or be forced to quit school before completing high school? Good, fair, or poor?	1 Good	2 Fair	3 Poor
94A.	When/If you have completed high school, what are the chances teachers will remember you as a good student? Good, fair, or poor?	1 Poor	2 Fair	3 Good
95A.	Would you say that most, some, or none of your friends will enter a college or university?	1 None	2 Some	3 Most
96A.	Some people say that every person in the United States has an equal chance to get an education. Other people say that some persons have a better chance to get an education than do others. What about you? Do you have a better, equal, or worse chance than others to get an education?	1 Worse Chance	2 Equal Chance	3 Better Chance

91B. Now we would like to ask a few questions about your hopes for the future in terms of jobs.

What kind of job would you like to have as an adult?

92B.	What do you think your chances are of ever getting that kind of job? Good, fair, or poor?	1 Poor	2 Fair	3 Good
93B.	What are the chances of a young person in this city getting a good paying, honest job? Good, fair, or poor?	1 Poor	2 Fair	3 Good
94B.	How good are your chances of getting any job as an adult you felt was a good, steady, dependable one? Good, fair, or poor?	1 Poor	2 Fair	3 Good
95B.	How good are your chances of getting a job as an adult that really pays well? Good, fair, or poor?	1 Poor	2 Fair	3 Good
96B.	How good do you think your chances are for getting ahead and being successful in your future job? Good, fair, or poor?	1 Poor	2 Fair	3 Good
97B.	Some people say that every person in the United States has an equal chance to get the job he wants. Others say that some persons have a better chance to get the jobs they want. How about you? Do you have a better, equal, or worse chance than others to get the job you want?	1 Worse Chance	2 Equal Chance	3 Better Chance

(continued)

We would like to ask about your relations with your parents. Look at the following sets of words and think about your relationships at home. Circle the number for each set of words that you feel best describes how your parents see you.

97A.	Cooperative	1	2	3	4	5	6	7	Troublesome
98A.	Bad	7	6	5	4	3	2	1	Good
99A.	Conforming (obeys rules)	1	2	3	4	5	6	7	Deviant (breaks rules)
100A.	Delinquent (breaks laws)	7	6	5	4	3	2	1	Law-Abiding (obeys laws)
101A.	Obedient	1	2	3	4	5	6	7	Disobedient
102A.	Polite	1	2	3	4	5	6	7	Rude

We would like to ask about your relations with your teachers. Look at the following sets of words and think about your relationships at school. Circle the number for each set of words that you feel best describes how you think your teachers would describe you.

98B.	Cooperative	1	2	3	4	5	6	7	Troublesome
99B.	Bad	7	6	5	4	3	2	1	Good
100B.	Conforming (obeys rules)	1	2	3	4	5	6	7	Deviant (breaks rules)
101B.	Delinquent (breaks laws)	7	6	5	4	3	2	1	Law-Abiding (obeys laws)
102B.	Obedient	1	2	3	4	5	6	7	Disobedient
103B.	Polite	1	2	3	4	5	6	7	Rude

The next series of questions deals with rules and regulations. Recent studies suggest that everyone breaks some rules and regulations during his lifetime. Some break them regularly, others less often. Some are more serious and others less serious. On the next page are a number of statements regarding these laws and rules.

Circle the answer you choose for each item. Remember, all your answers will be kept secret.

(continued)

Please read each item and then respond to the question:
In the last two months, how often have you . . .

103A.	Given a teacher a fake excuse for being absent.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
104B.	Beat up on other kids or adults just for the heck of it.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
104A.	Taken little things (worth $5 or less) that didn't belong to you.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
105B.	Participated in gang fights.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
105A.	Broken into a place that is locked just to look around.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
106B.	Taken something worth $50 or more that didn't belong to you.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
106A.	Taken a car for a drive without the owner's permission.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
107B.	Run away from home.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
107A.	Taken something from a student's locker without asking him.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
108B.	Taken something worth between $5 and $50 that didn't belong to you.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
108A.	Damaged public or private property just for fun.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
109B.	Used force (strong arm methods) to get money from another person.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
109A.	Skipped school without a legitimate excuse.	1 Never	2 Once or Twice	3 Several Times	4 Very Often
110B.	Violated curfew.	1 Never	2 Once or Twice	3 Several Times	4 Very Often

(continued)

Attachment I (p. 16)

Please respond to each numbered item in the following chart by placing an "X" or checkmark in the appropriate box opposite each item. Check only one box for each numbered item. All responses will be completely confidential; your honesty will be appreciated.

		FREQUENCY				
SUBSTANCE USED	Not at all	Once or Twice	One to 3 times a month	One to 3 times a week	4 to 6 times a week	Daily
110A. 111B. Caffeine - Coffee, cola drinks, No-Doz, vivarin etc.						
111A. 112B. Tobacco						
112A. 113B. Beer or wine						
113A. 114B. Hard liquor						
114A. 115B. Inhaled solvents - glue, gasoline, paint thinner, cleaning fluid, lighter fluid, etc.						
115A. 116B. Stimulants - Amphetamines, dexedrine, benzedrine, diet pills, speed, uppers, pep pills, etc.						
116A. 117B. Depressants - Downers, seconal, amytal, barbiturates, phenobarb, tranquilizers, sopors (qualudes, ludes), valium, etc.						
117A. 118B. Marijuana - Grass, pot, hash, etc.						
118A. 119B. Hallucinogens - STP, LSD, psilocybin, mescaline, peyote, PCP, etc.						
119A. 120B. Opiates - Heroin, morphine, cough syrup, etc.						
120A. 121B. Cocaine						
121A. 122B. Over the counter - Dramamine, marzine, etc.						

(continued)

Now we would like to have you answer some questions about yourself. Please read through the statements below and circle the answer for each statement that best describes how you feel about yourself.

122A.	You feel that you are a person of worth, at least equal with others.	1 Never	2 Sometimes	3 Often	4 Always
123B.	You take a positive attitude (think good about) toward yourself.	1 Never	2 Sometimes	3 Often	4 Always
123A.	You feel that other people see you as having good qualities.	1 Never	2 Sometimes	3 Often	4 Always
124B.	You feel satisfied with yourself.	1 Never	2 Sometimes	3 Often	4 Always
124A.	All in all, you are inclined to feel that you are a failure.	4 Never	3 Sometimes	2 Often	1 Always
125B.	You wish you could have more respect for yourself.	4 Never	3 Sometimes	2 Often	1 Always
125A.	You are able to do things as well as most people.	1 Never	2 Sometimes	3 Often	4 Always
126B.	You feel useless.	4 Never	3 Sometimes	2 Often	1 Always
126A.	You feel that you do not have much to be proud of.	4 Never	3 Sometimes	2 Often	1 Always
127B.	You feel you are no good at all.	4 Never	3 Sometimes	2 Often	1 Always

The next set of statements has to do with your group of friends. Please read through the statements below and circle the response for each item that best describes your friendship group. If you have any questions about the statements, please ask for help.

127A.	The kids in my group would think less of a person if he/she were to get in trouble with the law.	1 Yes	2 Don't Know	3 No
128B.	Kids that get into trouble a lot feel very uncomfortable in my group.	1 Yes	2 Don't Know	3 No
128A.	Getting into trouble in my group is a way of gaining respect.	3 Yes	2 Don't Know	1 No

(continued)

129B.	When I choose a group of friends I choose kids that are not afraid to have a little fun even if it means breaking the law.	3 Yes	2 Don't Know	1 No
129A.	The members of my group feel that laws are good and should be obeyed.	1 Yes	2 Don't Know	3 No
130B.	Kids who get into trouble with the law are "put down" in my group.	1 Yes	2 Don't Know	3 No
130A.	The kids in my group get into trouble at home, in school and in the city.	3 Yes	2 Don't Know	1 No
131B.	If you haven't gotten into some kind of trouble the kids in my group think you are "chicken" or something.	3 Yes	2 Don't Know	1 No

In the following set of items, we would like you to answer some questions about your parents. Read each statement and circle the answer which best describes how your parents respond to you.

131A. 132B.	Your parents would help you if you were to get into serious trouble.	4 Never	3 Sometimes	2 Often	1 Always
132A. 133B.	Your parents find fault with you even when you don't deserve it.	1 Never	2 Sometimes	3 Often	4 Always
133A. 134B.	Your parents really care about you.	4 Never	3 Sometimes	2 Often	1 Always
134A. 135B.	Your parents are unhappy with the things you do.	1 Never	2 Sometimes	3 Often	4 Always
135A. 136B.	Your parents blame you for all their problems.	1 Never	2 Sometimes	3 Often	4 Always

For the final set of items, circle "Yes" or "No".

136A.	Do you believe that most problems will solve themselves if you just don't fool with them?	1 No	2 Yes
137B.	Have you felt that when people were mean to you it was usually for no reason at all?	1 No	2 Yes
137A.	Are you often blamed for things that just aren't your fault?	1 No	2 Yes

(continued)

138B.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	2 No	1 Yes
138A.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	1 No	2 Yes
139B.	Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	1 No	2 Yes
139A.	Do you feel that most of the time parents listen to what their children have to say?	2 No	1 Yes
140B.	Most of the time do you find it useless to try to get your own way at home?	1 No	2 Yes
140A.	When you get punished does it usually seem it's for no good reason at all?	1 No	2 Yes
141B.	Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	1 No	2 Yes
141A.	Most of the time do you find it hard to change a friend's opinion (mind)?	1 No	2 Yes
142B.	Do you usually feel that you have little to say about what you get to eat at home?	1 No	2 Yes
142A.	Do you feel that it's nearly impossible to change your parents' minds about anything?	1 No	2 Yes
143B.	Do you feel that when someone doesn't like you there's little you can do about it?	1 No	2 Yes
143A.	Do you feel that when you do something wrong there's very little you can do to make it right?	1 No	2 Yes
144B.	Do you usually feel that it's almost useless to try in school because most other kids are just plain smarter than you?	1 No	2 Yes
144A.	Do you believe that most kids are just born good at sports?	1 No	2 Yes
145B.	Are you the kind of person who believes that planning ahead makes things turn out better?	2 No	1 Yes
145A.	Do you feel that one of the best ways to handle most problems is just not to think about them?	1 No	2 Yes
146B.	Most of the time, do you feel that you have little to say about what your family decides to do?	1 No	2 Yes
146A.	Do you feel that when a person your age decides to hit you, there's little you can do to stop him or her?	1 No	2 Yes

Thank you for your willingness to participate in this survey.

Source: Needs Assessment Project, Volume I: Youth Survey, Madison, WI: Dane County Youth Commission, 1980.

Attachment J

ADOLESCENT SOCIAL HISTORY INVENTORY

Part 1:

Name: ____________
Age: __15 __16 __17 __18 __19
Sex: __Male __Female

Ages of brothers and sisters: ___ ___ ___
(Include step-sibs if they've ___ ___ ___
lived in your household) ___ ___ ___

Length of time you and staff person have worked together:

__one month
__two months
__three months
__six months
__longer

Which adults are you currently living with?

__Mother only
__Father only
__Mother and Father
__Mother and Step-Father
__Father and Step-Mother
__Mother and relatives
__Father and relatives
__Mother and boyfriend/partner
__Father and girlfriend/partner
__Relatives
__Adult friends
__Foster parents
__Group home
__Self
__Other: (describe)

What is the highest level of education attained by the adults with whom you are currently living?

	Mother or Step-Mother	Father or Step-Father
Completed high school:	___	___
Attended college:	___	___

Part 2:

Many teenagers have run away from home at least once. (In this context, runaway means staying away overnight without your parents' or guardians' permission)

How often have you run away from home:

__more than 3 times __2-3 times __once __never

How old were you each time you ran away?

Have any of your brothers or sisters ever run away?

When you ran away, why did you do it?

What happened just before you ran away that made you decide to actually do it right then?

Why did you return home?

Part 3:

How long ago did you have your last physical examination? __1 yr __2 yrs __3 yrs __more

When did you last go to the dentist? __1 yr __2 yrs __3 yrs __more

Have you gained more than ten pounds within the last year? __yes __no

Have you lost more than ten pounds within the last year? __yes __no

Many people eat a lot when they're upset; others eat very little. When you're upset, what are your eating habits like?

How many hours do you usually sleep in a 24 hour time period (including naps)?

__5 or less __6 __7 __8 __9 __10 __more than 10

(continued)

Attachment J (p. 2)

Which of these difficulties have bothered you in the last year?

	Never	Seldom (Less than once a month)	Frequently (About once or twice a month	Constantly (Almost every week)
1. Feel tired when I get up in the morning				
2. Can't go to sleep at night				
3. Nightmares				
4. Wake up too early in the morning - even before the alarm rings				
5. Feel tired all day				
6. Pimples on face and/or shoulders				
7. Hives or rashes				
8. Eczema (itchy, red, scaly, flaky skin)				
9. Backaches				
10. Muscle cramps other than menstrual				
11. Stiff, painful joints				
12. Asthma (noisy and difficult breathing)				
13. Hay fever (runny nose and watery eyes)				
14. Sinus problems				
15. Bronchitis				
16. Heart palpitations (fluttering of heart)				
17. High blood pressure				
18. Migraine or severe headaches				
19. Ulcer (stomach pains before or after eating)				
20. Diarrhea				
21. Colitis (diarrhea with blood)				
22. Constipation				
23. Heartburn				
24. Loss of appetite				
25. Thyroid problems				
26. Fatigue				
27. Bed wetting				
28. Vomiting after meals				

(continued)

Attachment J (p. 3)

Part 4:

Are your mother and father currently: __married __separated __divorced __widowed

If one of your parents have died, did the surviving parent remarry?

How old were you?

How old were you when your parents split up?

Did your father remarry? How old were you at the time?

Is he still married to that person?

Did your mother remarry? How old were you at the time?

Is she still married to that person?

From your point of view, how disruptive (upsetting) was it when your parents split up?

__very __somewhat __not at all

How disruptive (upsetting) was it when your father remarried?

__very __somewhat __not at all

How disruptive (upsetting) was it when your mother remarried?

__very __somewhat __not at all

When your parents split up, did you feel you could get support from your family?

__yes __no from friends? __yes __no

Can you remember any significant separations from your parents due to illness or extended travel? Describe:

How old were you?

LOSS: BEREAVEMENT

Has anyone in your family died since you were born?

	Yes	No	What cause	How old were you	How upsetting was it?	Did you get support from family memb.
Grandmother (Paternal)						
Grandmother (Maternal)						
Grandfather (Paternal)						
Grandfather (Maternal)						
Mother						
Father						
Brother or Sister						
Step-parent						

(continued)

Attachment J (p. 4)

Part 5:

Have any of your friends (not just acquaintances) died? __yes __no

What was the cause of death? How old were you?

How disruptive (upsetting) was it when this person died? __very __somewhat __not at all

Did you feel you got support at the time from your family? __yes __no

From friends? __yes __no

Have you ever had any pets die? __yes __no How many?

How did they die?

How old were you?

How disruptive (upsetting) was it when the pet died?

__very __somewhat __not at all

Did you feel you got support from your family? __yes __no From friends? __yes __no

Part 6:

How long have you lived in the same house or apartment?

How many different houses or apartments have you lived in?

How many different elementary schools did you attend? (not including school closings or school boundary changes)

How many different junior high schools did you attend? (not including school closings or school boundary changes)

How old were you each time you moved or changed schools?

How disruptive (upsetting) was it when you moved? __very __somewhat __not at all

Did you feel you got support at the time from your family? __yes __no

Part 7:

Most high school students have experimented with drugs and/or alcohol. Please indicate how frequently you have ever used any of the following substances:

Please place an X in the appropriate boxes below indicating your drug usage.

	Never	Tried Once	Tried Twice	Every other week for several months	Once a week for several months	At least four times a week for several months
A. Heroin						
B. LDS						
C. Sedatives (Downers)						
D. Stimulants (Uppers)						
E. Marijuana						
F. Alcohol						
G. Angel Dust						
H. Cocaine						
I. Other						

(continued)

How old were you the first time you remember using any of these substances?

__in elementary school __8th grade __10th - 12th grade
__7th grade __9th grade __never used any of them

Which of these substances are you still using occasionally? __alcohol __marijuana
(check more than one if appropriate) __other __none

Which members of your family have ever used alcohol or drugs in a way that has caused arguments or concern?

__parents __brothers or sisters __no one

Part 8:

Females:
How often, if ever, have you been worried that you might be pregnant?
___0 ___1 ___2 ___3 or more How old were you?___

Have you ever been pregnant?
___yes ___no How many times? __ How old were you? ___

Did you have an abortion, keep the baby, or place the baby for adoption?

How did you make your decision?

Who gave you support?

How do you feel about your decision?

Males:
How often, if ever, have you been worried that someone you have had sex with might be pregnant?
___0 ___1 ___2 ___3 or more How old were you?

Was the girl actually pregnant? ___yes ___no

Did she have an abortion, keep the child, or place the child?

Were you involved in making this decision?

How do you feel about the decision?

Part 9:

Most people have participated in some illegal activities during their lives. Please indicate which things you have done, how old you were the first time and last time, and whether or not you were caught by someone in authority (parent, teacher, boss, police, etc.). Also indicate if you ever had to go to court for any of these offenses.

	How many times	Age the first time	Age the last time	Were you caught?		Did you have to go to court?	
				yes	No	Yes	No
Shoplifting							
Theft not including shoplifting (Describe)							
Receiving/concealing stolen goods (Describe)							
Auto theft							
Arson							
Vandalism (Describe)							

(continued)

Attachment J (p. 6)

	How many times	Age the first time	Age the last time	Were you caught?		Did you have to go to court?	
				yes	no	yes	no
Forgery (not including school passes)							
Selling, trading or giving away marijuana							
Sale or distribution of any drugs other than alcohol or marijuana							
Prostitution or pimping							
Driving while intoxicated or "high"							

Other: please describe

If any of these involved unusual circumstances, please describe:

Have you ever been assigned a probation officer? __yes __no

Have you ever been in jail or at juvenile detention center for any period of time?
__yes __no

Part 10:

Most people have either wished they could just go to sleep and never wake up when things are stressful, and many people actually think about killing themselves. How often have you wished you were dead or thought about killing yourself:

___occasionally ___once ___never

When was the last time?

What happened to make you wish you were dead?

What are some of the ways you actually planned to do it?

Why didn't you try to kill yourself?

How do you take care of yourself when you're feeling that "down"?

Have you ever tried to kill yourself?

How old were you?

What method did you use?

Did you tell anyone you might do it?

What happened to upset you just before you tried to commit suicide?

What did you want to change in your life by trying to kill yourself/

What did you want to affect?

What happened as a result of your attempt?

Have you ever hurt yourself on purpose, ie. picked at sores, cut yourself, burned yourself, etc.?

(continued)

What did you do? How often?

How old were you?

Part 11:

When you were in trouble at home when you were younger, how did your parents discipline you?

__spankings with hand
__standing in the corner
__spanking with object on buttocks
__slapping your face
__hitting your arms, face, or head with an object such as a belt, spatula, dishes, broom handle

Other:____________________________________

About how often did this happen?

Since you've been a teenager how have your parents disciplined you?

__slapping your face __spanking __grounding

Other:____________________________________

How often?

When they've been angry with you, have your parents ever hit you hard enough to leave a mark, bruise, cut lip, or other injury?

__yes __no How often?__________ What kind of injury?______________

How old were you the last time you and your brothers or sisters had a fight that left a mark, bruise, cut lip, or physical injury?

How often has this happened?

Describe a few of the worst or unusual punishments you've gotten.

How have your parents disciplined your brothers or sisters?

How is it different from the punishments you get?

Have any of your friends hit you or been rough with you during a conflict in the last two years?

___once ___sometimes ___alot ___never

Describe the worst punishments your brothers and sisters have gotten.

When is the last time you were rough physically with someone else during a conflict?

How often has this happened?

___once ___sometimes ___alot

Do you remember being locked out of the house by a parent for disciplinary purposes? If yes, how often did it happen?

___never ___rarely ___occasionally ___alot

Can you remember having been locked in a closet, room, or attic by a parent for disciplinary purposes? ___yes ___no

(continued)

Attachment J (p. 8)

Did your parents ever ask you to stay home from school to help out around the house or babysit? ___yes ___no

If yes, how often? ___rarely ___occasionally ___alot

Part 12:

Has anyone ever touched you in a way that felt uncomfortable, "messed around" with you sexually without your wanting it, or tried to rape you?

Who? Father and/or step-father __yes __no
Mother and/or step-mother __yes __no
Grandparent __yes __no
Aunt or uncle __yes __no

Babysitter __yes __no
Brother or sister __yes __no
Stranger __yes __no
Friend's family member __yes __no
Friend? __yes __no (If yes, did this friend stop when you insisted? __yes __no)

What happened or was attempted? (e.g. genital fondling, petting, oral sex, attempted or actual intercourse, mutual masturbation, showing pornographic materials, exposure, etc.)

How often did it happen?

How old were you?

Do you think this may have happened to anyone else in your family? Who?

Did you feel uneasy about it or like you shouldn't tell anyone?

Did you tell anybody? __yes __no What happened?

Has anyone ever tried to rape you? __yes __no How old were you? Describe the circumstances:

Think back over the past few years. Have any of the people you've gone out with "messed around" with you or been sexual with you when you really didn't want to?

How often would you say this happens? __never __sometimes __alot

Do you think you may have pushed someone to be more sexual with you than he/she really wanted to be? __yes __no

How often would you say this happens? __never __sometimes __alot

---

Source: Harris, L. J. (Hall). Middle-class school dropouts: Incidence of physical abuse, incest, sexual assualt, loss, symptomatic behaviors, and emotional disturbance. Unpublished doctoral dissertation, University of Minnesota, 1980.

Attachment K

SOCIAL READJUSTMENT RATING QUESTIONNAIRE

Please indicate which of these things have happened to you in the past 12 months and how often they occurred.

Life Event	Yes	No	Life Change Units
Breaking up with a boyfriend or girlfriend			(53)
Increase in number of arguments with parents			(47)
Beginning senior high school			(42)
Beginning to date			(51)
Outstanding personal achievement			(46)
Becoming involved with drugs or alcohol			(76)
Brother or sister leaving home			(37)
Not making an extracurricular activity he/she wanted to be involved in			(55)
Decrease in number of arguments with parents			(26)
Decrease in number of arguments between parents			(27)
Change in parents' financial status			(45)
Death of a close friend			(63)
Increase in number of arguments between parents			(46)
Death of a grandparent			(36)
Mother beginning to work			(26)
Suspension from school			(50)
Becoming a full fledged member of a church			(31)
Serious illness requiring hospitalization of parent			(55)
Change in child's acceptance by peers			(67)
Move to a new school district			(56)
Change in father's occupation requiring increased absence from home			(38)
Failure of a grade in school			(56)
Serious illness requiring hospitalization of brother or sister			(46)
Being accepted at a college of his/her choice			(43)
Pregnancy in unwed teenage sister			(64)
Birth of a brother or sister			(50)
Marital separation of parents			(69)
Serious illness requiring hospitalization of child			(58)
Divorce of parents			(77)
Fathering an unwed pregnancy			(77)
Addition of third adult to family			(34)
Marriage of parent to step-parent			(63)
Unwed pregnancy of child			(92)
Having a visible congenital deformity			(62)
Getting married			(101)
Death of parent			(87)
Discovery of being an adopted child			(64)
Death of a brother or sister			(68)
Jail sentence of a parent for 30 days or less			(53)
Acquiring a visible deformity			(81)
Jail sentence of a parent for 1 yr. or more			(75)

Source: Harris, L. J. (Hall), Middle-class high school dropouts: Incidence of physical abuse, incest, sexual assault, loss, symptomatic behaviors, and emotional disturbance. Unpublished doctoral dissertation, University of Minnesota, 1980.

Identifying Approaches for Dropout Prevention

Susan Edison-Swift
Jan Novak

Identifying Approaches for Dropout Prevention

Introduction

Due to the numerous and complex factors influencing youth to drop out of school, there is no single or easy solution that can be prescribed to work in all schools and communities or with all students. As was indicated in the "Overview," there are a wide variety of programs, activities, and demonstrated attitudes that can be used to help students stay in school, grades K-12. The many dropout prevention efforts annotated in Dropout Prevention in Wisconsin--Volume I (Novak & Dougherty, 1979) exemplify these diverse efforts.

For the purpose of this chapter, six general categories of approaches have been identified which reflect commonly utilized dropout prevention efforts. These six categories are labeled:

- tutorial approaches,
- counseling/advising approaches,
- work-related approaches,
- alternative curriculum approaches,
- parent involvement approaches, and
- student-centered approaches.

Each approach is discussed in relation to rationale for the approach, examples of how the approach can be implemented or applied, and possible advantages or limitations of the approach. All the approaches described, with perhaps the exception of the work-related approach, are appropriate for use throughout the education system, grades K-12.

A dropout prevention effort may emphasize a single approach (e.g., tutorial), or it may reflect a combination of approaches (e.g., an alternative program of remedial classes combined with work experience opportunities). The approach(es) a school should use to help students stay in school will depend on the unique needs, goals, and resources of each school and community. This section is offered as an overview of approaches that are commonly utilized in dropout prevention. This summary is presented to provide a general understanding of the many options available to a program designer.

Before Selecting an Approach...

The local school and community need to tailor dropout prevention efforts, combine approaches, and utilize techniques based on local goals, needs, and resources. Before dropout prevention activities are selected for use at the local level, a needs assessment of the school, potential dropouts, and community should be completed. This is discussed in more detail in *Assessing the Need for Dropout Prevention* and *Focusing on the Individual.*

There are, however, several basic questions that can be kept in mind that will help the user of the handbook review and assess the dropout prevention programs and activities described in this section.

What is considered the problem? A high dropout rate, truancy, student disruptiveness, and/or a lack of basic skills might be identified as a significant problem requiring a school system's intervention. A school system motivated to action because of a high incidence of truancy will probably focus intervention efforts on reducing absenteeism. It is noted that a high dropout rate, truancy, disruptiveness, and a lack of basic skills can be considered *symptoms* of other problems, as well as problems in and of themselves.

Why are students dropping out? Research suggests that students may drop out because of low ability, weak commitment to school, lack of basic skills, emotional problems, and/or other school and family pressures (Shafer, 1967; Miller, 1963; Dropout Prevention in California, 1976; Voss, Wendling & Elliot, 1969). Knowing why the majority of students are dropping out is essential to developing appropriate interventions. For example, if students seem to be dropping out for economic reasons, a work-related approach would probably be helpful. If students seem to be dropping out because of the lack of basic skills, a remedial approach might be in order. A close examination of the characteristics and needs of the target population will help identify the reasons why students are dropping out.

When are students dropping out? A school system should determine when students are dropping out of school. Staff can then plan an effort which will intervene *before* the time most students seem to be dropping out. It seems pointless, for example, to develop a dropout prevention effort for the senior year if most students have dropped out prior to that time. Identifying when students are *psychologically* dropping out of school, or beginning to exhibit self-defeating behaviors, can be even more helpful in determining the most strategic time(s) and grade(s) to focus intervention efforts. Many educators feel that dropout prevention efforts, even if not labeled as such, need to be established in elementary school--sometimes as early as first grade. If an intervention effort is implemented soon enough, it is hoped that the student might be helped before a cycle of failure or negative behavior is fully developed. One school district in Wisconsin, for example, found that seventh grade seems to be a critical year for its students. As a result of that assessment, an elementary and middle-school intervention effort was developed.

What is aggravating the problem? In many cases, factors can be identified which might be aggravating the dropout problem. For example, students may be dropping out in part because of a restrictive school policy prohibiting students from becoming involved in a work experience program. Some educators indicate that policies, expectations, or programs should be reviewed if they are influencing students to leave school. If they are not found to be necessary for "educational achievement," the school system might choose to modify or eliminate them. However, if they are determined to be necessary, ways to help students live within the boundaries could be considered.

What school/community resources are available? School and community resources, or lack of resources, can influence the design of a school system's dropout prevention efforts. If a community has exemplary mental health services, for example, these can be incorporated in a school dropout prevention effort. A school with extra space available might be better able to justify a self-contained learning center than a school system that is cramped for space. A school district with a population of only 300 high school students might not be able to justify developing an alternative high school.

What kind of approach(es) can best generate school/community support? Active support of school administration, school staff, and the community are the key ingredients to the success of a dropout prevention effort.

To gain this support, the design of an effort should reflect school and community values and should incorporate a plan for developing good school/community relations. For example, an academically oriented staff may be more willing to accept a work-related approach if it includes a basic skills component. A conservative community might not be willing to support an alternative program which features relaxed rules. Generating in-school and out-of-school support is discussed more fully in *Establishing and Maintaining Support Within the School* and *Establishing and Maintaining Support Outside of the School.*

It has been emphasized that a wide range of factors can influence the student's performance in and attitude toward school. Likewise, these factors have the potential to influence a student to leave school before graduation. It is most important for the educational staff to recognize many of the symptoms that might suggest a student could be having learning and/or adjustment difficulties.

A figure indicating symptoms that suggest a student might be experiencing problems in learning and thus feeling frustration in school has been developed by Weiss and Weiss (1974). The figure (Figure 1), which shows characteristics commonly displayed by learning disabled adolescents, is included here as frequently the potential dropout is found to have learning difficulties. The figure also describes how the symptom is seen at home and how it is seen at school. Remediation techniques (corrective methods to promote higher levels of performance) are presented in the fourth column. Many of these techniques can be used by both parents and teachers, however, much of the remediation is school oriented. The last column is aimed at "valves" that can be used to relieve intense academic pressure that has built during the student's educational career.

Figure 1

Remediation of Learning Disability Characteristics

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Hyper-activity	Volatile behavior	Unable to sit through long classes	Give student appropriate outlet for energy Medication may be prescribed Extra gym classes Extra Shop work	Permission to leave long talky classes Motor-activity
Hyper-activity & Disruptive behavior	Volatile behavior, appears to have a "chip on the shoulder"	Unable to sit through long classes Unable to sit through lectures Unable to sit through "talky" classes	Involvement in art or music, lab courses, industrial art, automotive or other vocational shop. Medication may be prescribed Encourage courses including learning by "doing"	Allow a break during long talky classes Counseling to encourage better self-image. Make teachers aware of disability
Hypo-active behavior	Lethargy Passive behavior, often spends hours in room - earphones tuned to phonograph	Appears discontent, passive, uninvolved in those classes requiring consistent talking, handling many details	Medicaton may be prescribed Check with doctor for sugar imbalance Often similar characteristics of allergy prone teenager. Try high protein, low sugar diet	Teachers must be aware that behavior may be a question of body chemistry, not just boredom Try highly motivating activities, field trips, special assignments, movies, alternative classes, etc.
Allergy	Nose runs, eyes red, especially during spring and fall	Nose runs, eyes red, especially during spring and fall Similar symptoms to those seen with some drug use	Check with doctor Medical desensitization Use of anti-histamine decongestants	Apply less pressure during peak allergy season when student has less interest and concentration
Excessive mood swings	Frequent outbursts of temper, volatile behavior, over-reaction to routine demands Most adolescents are subject to mood swings. It is largely the degree and/or severity that creates a problem	Similar	Don't feed it by responding in kind; try to ignore it Avoid conflict by sending out of room until he cools off. Then explain how others react to this behavior	Avoid confrontation while anger is high, and before peers. Otherwise challenged to defend himself before his strictest critics Positive group counseling for better social awareness
Diffuse, scattered, disorganized behavior	Tendency to move from one activity to another, often appears purposeless or non goal-oriented	Lack of concentration on goal-directed behavior, can't complete projects Loses interest when frustrated	Focus on something that interests student, e.g., skiing, photography Try to work through one project of high interest Assign papers and movies on student's interests	Tailor assignment to a realistic, step-by-step amount Modify grading on reading assignments and reports in all subjects Counsel parent and student

continued

Figure 1 continued

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Turned off "Anti-achiever"	Total lack of initiative in dealing with life situations, unreal goals	Avoids competition of any kind Avoids school related activities Negative attitude concerning value of school	Needs small successes to prove "self-worth," succeeding will ultimately alter attitude Counseling and reality therapy often help in confrontation with real world Alternative approach classes such as mini-classes Teach from a strong personal interest be it mini bikes, cars, skiing, flying, "girls"	Traditional grades as goals achievement modes don't work Focus on self-control, successes affect behavior Highly selective choice of teachers Informal classes allowing more freedom-"getting into people rather than into subject." Try to arrange a work-study program to give meaningful experience plus self-worth via job Look for a strong interest in a vocation and give training if possible
"The over-achiever" "Worrier"	Worries excessively about performance Student is anxious, represses feelings Requires much help from parents or he panics Tends to be overdependent Highly motivated, afraid not to fulfill all requirements	Overperforms to cover for inadequacies Will copy work from others Will write from encyclopedias Will perform poorly on tests Tends to be excessively anxious to please teachers all the time Fearful about expressing opinions, making judgments despite his ability to "spit out" exactly what is learned in class May freeze and become excessively anxious on exams	Give shorter assignments Give alternative reading book of of high interest, lower vocabulary Give assignments to parents in advance to allow planning and avoid panic at pressure Bring skills up via intensive corrective program when and where appropriate Teach via "problem-solving approach" Try to avoid rote memory demands	Same as remediation " " " " " " Needs much counseling, aim at independent performance Simplify demands so that they can be accomplished
Poor overall reading skills	Poorest work is accomplished in reading-related subjects May seem not to try to accomplish reading May be unwilling to read aloud	Poorest grades achieved in reading-related subjects May seem not to try to accomplish required reading When tested, his reading level will indicate marked reading score discrepancy when compared with I.Q. or verbal skills	Allow use of tapes of reading material Give alternative reading text (See book list in Appendix) Give shorter reading assignments, highlight important passages in book for him Allow student to purchase book and underline in it for visual recall and note taking	Deemphasize reading of Text and Exams Emphasize audio visual materials Tapes and projects

continued

Figure 1 continued

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Reads slowly but on grade level	He will read what interests him - sports page, magazines, short stories, *Mad* Magazine, comic books	Seem to understand what he reads but never completes assignments Reads too slowly to keep up with work Does poorly on tests involving reading long questions He does poorly on tests requiring written essays Will do better if given more time to complete an assignment or test involving reading	Teach techniques of skimming Teach reading to answer specific questions using Chapter headings Introduce Preface Table of Contents Summaries Teach phrasing to speed up reading by thought groupings	De-emphasize time tests Give extra time when possible Consider marks less significant Give high interest, less demanding reading to get him to "read to learn" rather than struggle to "learn and read" Give shorter reading assignments but on grade level
Reads adequately but appears poorly motivated to read He just doesn't enjoy reading He may have had difficulty learning to read	Chooses to do any activity except reading	Does not complete reading assignments Engages willingly in other activities than reading Seems to read adequately but prefers not to read	Read and discuss unusual material such as editorials, columns, *Mad* Magazine, discuss political cartoons, books of cartoons, short story series, contempory interest materials, lyrics from music such as Beatles or Bob Dylan, news clippings and articles	Allow for alternative style of performance through taped report projects, manual arts, listening to tapes while reading Allow writing reports on movies or TV Specials instead of always reporting on reading
Appears to have good word attack skills but poor comprehension	Appears to do assignment but gets poor marks Often does not understand his poor performance	Appears to do his reading assignment but doesn't understand context in class. Poor test scores, poor understanding of the subject	Encourage reauditorization by having youngster summarize what he has read out loud immediately after reading	Allow reading in less difficult materials to encourage comprehension Use tapes, TV to improve comprehension through visual and auditory channel Use his interests as a motivational factor to encourage reading
High level of comprehension, poor word attack skills	Appears alert, intuitive, has verbal skills in contrast to school performance achievement skills	Contradiction in performance between expectations and achievement, seems not to be trying	Verbal discussions of any topic information to be encouraged Intensive remediation in linguistic approach to word attack by syllable analysis Preteach any special subject vocabulary, i.e., language of auto mechanics horticulture electronics Give him definition lists of complicated terminology	Don't force reading aloud Allow use of tapes to gain information auditorily

continued

Figure 1 continued

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Poor immediate memory Poor delayed memory Poor sequential memory	Has difficulty recalling almost everything he is asked to do Forgetfulness often appears willful Almost appears partially deaf Appears confused when given a list of instructions	Retains little even right after discussion Seems to lack the "desire" to remember Retains little after 1 or 2 day delay... forgets even material received Poor spelling, omits steps in science, in solving geometric problems, etc.	Eyeball to eyeball conversation always to reinforce auditory recall by visual clues Write lists, draw maps to help locate thing Teach memonic devices memory clues and techniques Try to relate information, dates and places to significant personal facts of student's own life Write lists of instructions, checklists for step-by-step processes in science, math, etc.	Try rewarding for remembering instead of punishing for forgetting, avoid penalties for forgetting Use short quizzes for reminding - not tests Use programmed materials - add written reinforcement of recall Try to give reminder checklists wherever possible Reward remembering
Poor auditory sequencing and auditory confusion	Parents can recall his humurous "spoonerisms" - may be part of maturational history and recall when talking about student in earlier years He may appear to be "not listening because he confuses words and does not follow what is always said. . . Can't follow broadcasts on radio or TV - says announcers talk "too fast" actually he can't "process" the words fast enough therefore, loses trend of thought Says funny garbles words such as "renember," "irrevelant," or runs words together: "Igot Ain poison posture" "I got A in poise and posture"	Appears to be careless, inattentive or clowning to gain attention Temporal errors, NO pauses between words. For example, student said "I received an A on "poise and Posture" as I received an A on "poison-posture" Can't follow lectures or very talky classes Confusion of sounds, e.g. student confuses The Last Days of "Bombay" for The Last Days of "Pompeii"	Slow down words spoken in sequences, so words will not run together and lose meaning Watch for confusion and reexplain complicated ideas Strengthen visual channel of learning whenever possible, e.g. give pictured material factual experience Use filmstrips audio visual materials when possible	Be aware that things are not always what they seem for student His confusion of a word may cause confusion of time and place as well Try to anticipate his errors by enunciating clearly, repeating and illustrating ideas whenever possible with visual clues, e.g. drawing pictures, etc. Do not assume he knows so-called common words places, people, etc.

continued

Figure 1 continued

Symptoms	How is it seen at home?	How is it seen at school?	Remediation Techniques	Pressure Relief Valves
Poor written expression, unable to write compositions	Hates to write compositions, letters, etc., anything that might reflect upon himself as "stupid." Avoids all written work requiring original expression	Avoids all written tasks, written expression is far below level of oral expression Written work appears poorly conceived, organized primitively for age	Teach student to write as he speaks by use of: tape recorder Have him answer a question on tape, or write a paragraph orally. "Then write down his own words using tape deck. Allow student to practice copying simple complete sentences from books Give student scrambled words to rearrange into sentence, then two sentences, then complete paragraph Give lists of vocabulary words on topic, e.g., "History of economy" Give definition list of recession depression inflation, etc. Teach student to write complete sentences one at a time Work up to 2-sentence paragraphs, then 3-4-, etc. Say aloud then write	Measure the quality of such a student by his oral answer not his written ones Allow student to tape longer responses, such as paragraphs, reports, papers and then write an outline or precis later Decrease amount of written work required and extend time allowed. "Quality, not quantity"
Poor spelling Characteristics phonetic respelling, e.g., "shoo" for "shoe" "angzity" for "anxiety	Avoids writing tasks Seems to make simple primitive errors long after the age where they are appropriate Errors appear to be careless but follow a pattern	Hands in written work with many errors. Errors appear "careless" Student may avoid all written work rather than risk making so many errors Student appears not to improve in spelling despite repeated corrective practice Transposes letters, poor sequencing, omits letters, confuses and substitutes letters	Teach by omitting specific letters to highlight recall of error within word Teach spelling patterns by linguistic approach. Teach many words of one pattern only. Omit letters of that pattern. Only "tion" words, e.g., no t i o n mo _ _ _ _ sta _ _ _ _ ra _ _ _ _ Highlight pattern in green or red, e.g., ou _ _ t ei _ _ t so _ _ t Reteach spelling via "syllables analysis" approach, spelling workbooks Teach him to subvocalize (say to himself) for recall of symbol sequences	Do not work his pages with red pen or he may respond with an angered (red!) reaction Write corrected words at end of page Try to analyze pattern of errors to give individual qualitative evaluation Always correct errors by writing correct form of word so student can see and learn Marking spelling. Do not take off grades for spelling errors. Give 2 grades if necessary--one for content (ideas) the other for performance (spelling sentence structure)

Adapted from Weiss, Helen Ginandes, and Weiss, Martin S. A survival manual; case studies and suggestions for the learning disabled teenager. Great Barington, Massachusetts, Treehouse Associates, 1976, pp. 109-120 in Tindall et al., 1980, pp. 125-129.

Tutorial Approaches

Potential dropouts are frequently identified as underachievers or as lacking in academic skills. This is especially true in reading and math skills. Some educators, however, indicate that many (up to three-fourths) of dropouts have the ability to complete high school. This low achieving but capable student can sometimes be served through a tutoring program.

Variations in Tutoring Efforts

Tutoring programs can be implemented in a variety of ways. The persons serving as tutors may vary from school to school. For example, tutors can include professionals, adult aides, students, parents, retired educators, and community volunteers. Tutoring efforts may be structured or unstructured. Some may emphasize personal or social growth while others focus on academic skills. While one school might choose to develop an extensive program, another might offer services to only those low-achieving students who are specifically identified as needing assistance.

The different types of tutoring efforts found in schools today are illustrated in the following examples of how tutoring approaches are implemented and used with students:

- program personnel staff a resource room where identified students come for remedial education, help with coursework, and informal counseling
- CETA elegible high school students are paid to tutor elementary students in basic skills
- a tutor (aide or teacher) is available to work with students during study hall
- a reading specialist works with small groups on reading skills and reading problems
- high school students tutor other high school, junior high, and elementary students for credit
- high school students identified as potential dropouts tutor students in the elementary and/or middle schools.

Content of Tutoring Efforts

As indicated, tutoring services can be provided by a variety of individuals, from students to specialized staff. Regardless of who assumes the tutoring role, it is important they cooperate closely with the instructor throughout the semester, year, or length of the tutoring program. The tutoring, whether conducted on a one-to-one or group basis, can provide help in many ways, including the following:

1. Explain methods for studying a course.
2. Give suggestions on how to study the text.
3. Review course outlines and objectives with students.
4. Review and explain class assignments.
5. Check student's work to see whether or not errors are being made or to identify errors and make suggestions for improving work.
6. Point out major topics, concepts, and kinds of information in the course which are important in understanding the subject.
7. Explain difficult concepts, methods, or information in the course.
8. Explain how to study for an examination in the course, and how to identify topics which probably will be covered in the examination.
9. Conduct review sessions before examinations.

(Tindall et al., 1980, p. 113)

Tutorial Approach Activities

The specific tutoring activities used will depend on the needs of the student being tutored, the ability of the tutor, the objectives for the session, and the resources available. For example, a teacher using a tutorial approach to teach remedial reading to a high school student will probably develop objectives and instructional plans in a manner similar to a classroom teacher. A student tutor supplementing the instruction of a classroom teacher will probably follow the objectives outlined by the teacher. A tutor available to help students in any subject may focus less on prepared instruction and instead address the concerns the students themselves present. Some of the techniques that can be used during tutoring sessions can be summarized as follows:

Questions and Answers. In some tutoring sessions the tutor tries to answer specific questions posed by the student (tutee). In such cases, the tutee needs to know enough and be interested enough to ask questions.

Drilling. The tutor can help the student (tutee) master a specific objective (e.g., a multiplication table) by forcing the student to quickly recall the information. Flash cards are commonly used for drilling.

Practice Sheets. The tutor can help the tutee practice problems, questions, or skills that are similar to those the student finds troublesome. For example, a tutor can make up a sample history test or develop math problems that help the tutee practice class objectives.

Review. A student who needs extra time to master class objectives could benefit from a tutor who reviews previously presented material. For example, the tutor could review a textbook chapter or a lesson.

Homework Help. A tutor can help edit a student's paper, critically listen to a speech, or look over an assignment for signs of problems. It is sometimes difficult, however, to learn how to help students with their homework without actually doing the work for them.

Role Reversal. One way to determine how well a student understands material is to ask the student to "teach" it. In this case, the tutor plays the role of the student and asks questions.

Active Listening. A trusted tutor is often in a position to provide informal counseling. Counseling techniques include listening carefully, reflecting back thoughts and feelings, as well as summarizing and clarifying what the student has said. While a tutor is not expected to fulfill a counselor's role, he or she can communicate care and concern.

Peer Tutoring

One type of tutorial approach--peer tutoring--is discussed in more detail here because it can be an especially important approach for dropout prevention. Peer tutoring uses students to tutor other students. It can be implemented in a variety of ways, e.g., between different grades, different schools, or different classes. In addition to formal programs, it can be offered informally.

Educators suggest that the objectives of peer tutoring can take on different aspects. Peer tutoring can potentially help the student (tutee):

- gain academic skills,
- gain social skills, and/or
- develop social maturity.

Likewise, the student tutor can also gain in these areas from participation in a peer tutoring experience. Many educators indicate that, by acting as a tutor, the "tuned out" student develops and matures socially. This can be in part because he or she becomes responsible for another individual. Cloward (1976) suggests that this might stem from the tutor having to relearn subject matter and analyze how it can be learned. This relearning and analyzing are necessary to promote learning in others. Cloward also suggests that the students, when placed in a tutoring situation, may find themselves in a different relationship to learning. Rather than being passive, they must become an active provider of knowledge.

It has been suggested that tutors do not have to have "high intellectual abilities" to be effective. Cloward (1976) reports that there is no correlation between the tutor's intellectual credentials and his or her effectiveness in tutoring. "Tutors with lower than average intellectual status seemed to be just as effective in helping their pupils improve in reading as were the tutors with higher than average intellectual status" (p. 228). This suggests that selection of tutors should consider students who will themselves benefit from the tutoring experience.

This does not suggest that "anyone" can be a "good" tutor nor that every tutoring experience is successful. The following section discusses these concepts in more detail.

Factors Affecting the Success of Tutoring Efforts

Not all tutoring activities will be successful. Many factors come into play in the development, implementation, and operation of a tutoring effort. The following factors all can influence the success of the activity:

- personal relationship/rapport between tutor and student
- program objectives
- selection, development, use of tests
- selection, development, use of instructional materials
- training of tutors

- selection of tutors
- selection of students (tutees)
- subject/area for tutoring
- frequency of tutoring sessions
- accessibility of tutor

When these and other factors are considered, the tutoring program becomes more complex than just taking a student and asking someone to help him or her. While this simple approach may work in some instances, the tutoring effort that is well-planned and carried out can potentially be much more rewarding to all parties involved.

Possible Advantages of Tutorial Approaches

- Potential dropouts often need the extra help in basic skills that tutoring can offer. In addition to instruction, a tutor may also provide the extra attention, encouragement, and support many potential dropouts need.
- While a tutorial program or activity requires staff time and effort, it can be implemented on a small scale without a major investment in additional staff.
- Increased ability in reading, math, and other skills can be measured. This aids in the ability to evaluate the program/activity.
- A special room designated as a resource room or tutoring room can offer students a "psychologically safe" haven that they can identify as their own. In such a case, social and psychological needs, as well as academic needs, are being met.
- A school-wide tutoring program can offer an opportunity for enrichment tutoring for advanced students as well as remedial tutoring. In this case, negative labelling may be reduced because a student who participates in the program is not necessarily a slow learner.
- Tutorial approaches can be implemented in all levels of public school: elementary, junior high, and/or high school.
- Allowing an underachieving or "tuned out" student to be a *tutor* can provide an experience that may help that student develop a sense of commitment, responsibility, and personal worth. This could be especially important for a youth who feels powerless or has little self-esteem.

- Interage peer tutoring, where older children tutor younger children, encourages contact between age groups. The older children benefit by exercising social responsibility and the younger children benefit from relating to positive peer role models.

Potential Limitations of Tutorial Approaches

- A tutorial approach will not meet all needs. A student who is failing because of serious emotional problems, for example, does not necessarily need remedial reading help.
- Without proper attention to diagnosis, development of an instructional plan, and/or evaluation procedures, a tutorial effort can be reduced to a homework service.
- A peer tutoring approach requires a considerable amount of planning and coordination. Educators in one school district in Wisconsin abandoned their interschool peer tutoring program because the bussing arrangements proved to be too time consuming and a financial burden. Some teachers feel that they do not have enough time to properly prepare and supervise the tutors who are working with their students. Scheduling conflict or lack of tutor commitment can create havoc in spite of the most careful planning.

Counseling/Advising Approaches

Traditionally, efforts in schools have emphasized the development of cognitive learning and behavior in students. More recently, schools and educators have adopted various methods and materials to help facilitate the learner's development of self-awareness, self-esteem, expression, understanding of feelings, attitudes, and relationships to others. Efforts to help promote such development of the individual are referred to here as counseling and/or advising approaches. These are, by no means, tools to be used only by "counselors and/or advisors." These approaches can be integrated into the school's relationship with students by any person having contact with the students. Some activities may be especially used by counselors, but the informal and formal natures of such approaches allow much adaptability by all groups working with youth.

It has been reported throughout this handbook that the characteristics and needs of potential dropouts vary. Frequently, such factors as low self-esteem, lack of understanding of feelings, or inability to relate to others influence a student's feelings toward and accomplishments in school. Potential dropouts often have little opportunity or incentive to fulfill their needs for self-esteem or status through school activities. Developing a healthy sense of belonging and self-esteem is especially important. Counseling and/or advising approaches, through a variety of many different activities, can help to encourage the development of a healthy identity.

The following discussion highlights various aspects of counseling and advising approaches, identifies various formal and informal approaches, and presents advantages and potential limitations of these approaches. Special attention is given to group counseling and advisement activities.

Implementing Counseling/Advising Approaches

The way in which counseling and/or advising activities are implemented will depend on several factors, including:

- the type of services/activities offered
- who provides the "service"

- needs of students served
- numbers of students served
- frequency of staff-student contacts
- goals and objectives of the activities
- on-going and/or supplemental activities available to students.

Because of these and other factors, counseling and/or advising activities can be implemented in a variety of ways. For example,

- counseling and/or advising can be formal or informal. In a formal approach, meetings are usually scheduled on a regular basis, and the meetings are arranged for the expressed purpose of counseling. An informal approach could involve a counselor or teacher making a special effort to talk with a student on a daily basis. Meetings are not neccessarily planned on a regular basis and are viewed as chances to talk or touch base, rather than as formal sessions.
- counseling and/or advising can be directed to a group or an individual.
- academic, personal, developmental, and/or procedural counseling/advising can be emphasized. Academic counseling/advising helps the student with study skills and other learning problems. Personal counseling/advising helps students deal with personal or family problems. Developmental counseling/advising is often considered preventive because they can help students prepare to cope with developmental tasks (e.g., assuming independence). Procedural counseling/advising focuses on the rules and policies of the school such as helping a student schedule courses or disciplining a student for smoking.
- counseling/advising can be provided by anyone in a helping position. Counseling/advising services to potential dropouts are frequently offered by school counselors, program or activity personnel, teachers, social workers, and others. Other students can also provide informal counseling, either as a planned component of the approach, or as something that occurs spontaneously.

Goals for Counseling and/or Advising

Figure 2 presents some counseling goals which are based on the needs of adolescents. These goals can also be appropriate for advising approaches.

While these goals are appropriate for either individual or group activities, they do assume a more formal approach.

(It is noted that the goals listed in Figure 2 reflect an educational model of counseling rather than a medical model. A medical model assumes the client's problems to be symptomatic of mental illness and offers some form of psychotherapy as the "treatment." On the other hand, an educational model suggests that most problems can be traced to self-defeating behavior [which is learned], or the inability to cope with developmental tasks. The task, according to the educational model, is to help the student [client] re-learn more appropriate behavior and to assist the student with his or her developmental tasks [Ohlsen, 1977].)

Figure 2

Counseling Goals Based on Adolescent Needs*

Some general goals for counseling adolescents include helping a student to:

1. define meaningful goals
2. increase understanding of personal interests, abilities and aptitudes
3. increase understanding of personal values and beliefs
4. improve skills for identifying and evaluating opportunities
5. increase skills and self-confidence in problem solving
6. increase skills and self-confidence in decision making
7. take reasonable risks, take responsibility for own problems/mistakes, learn from mistakes
8. increase sensitivity to the needs of others and improve skills to help others satisfy their needs
9. improve communication skills--especially the ability to appropriately convey feelings
10. improve interpersonal skills to deal with authority figures in a mature manner

(continued)

Figure 2 (continued)

11. develop and maintain personal behavior limits
12. gain knowledge and skills for coping with physical and emotional change
13. improve skills for assuming adult roles

---

*Adapted from Ohlsen, M.M. Group counseling (2nd Ed.). New York: Holt, Rinehart and Winston, 1977, pp. 176-178.

Counseling Tools and Activities

Examples of tools and activities that can be used as part of a counseling approach are presented in the following discussion. The techniques used, as well as how they are used, will depend on the individual situation and the theoretical orientation of the counselor, helper, or group leader.

Active Listening. Counselors use a number of verbal and non-verbal techniques to communicate that they are listening carefully, that they want to understand, and that they care. Non-verbal techniques include direct eye contact and a relaxed, open, and attentive posture. Verbal techniques include giving feedback which reflects, clarifies, or summarizes what the student (client) has said. The use of questions is also very important since well-directed questions can help the student explore new areas or focus on a topic or feeling.

Role-Playing/Rehearsal. Role playing allows the student to practice a new behavior in a supportive atmosphere. For example, if Jim is afraid to tell his parents that he is flunking math class, the counselor or a group member can assume the role of the parent and Jim can "rehearse" what he might say.

Role-Reversal. Role reversal often helps a student understand another person's view. After a fight with the art teacher, Jane can be asked to take the role of the teacher and explain what happened from the teacher's point of view.

Diagloging. Having a student engage in a dialog can help pinpoint possible self-defeating behaviors. For example, if Tom complains that he has trouble saying no to his best friend, he can be asked to role play a typical conversation with the help of the counselor or a group member. The helper or other group member can then help Tom identify any self-defeating behaviors in the conversation. (Having Tom practice how he will say no to his friend next time is an example of rehearsal.)

Repeat-What-I-Just-Said. When two people are engaged in an argument they are often so busy thinking about what they are going to say next that they forget to listen to each other. Teri and Jon are two group members in the midst of a heated conflict. The group leader can intervene and suggest that before Teri can say anything, she must first summarize, to Jon's satisfaction, what Jon just said, and that Jon must do likewise.

Homework. Homework is any activity the counselor asks the student to do between meetings. Homework is often used to help the student see the connection between what happens during counseling and what happens during the rest of the week. As homework, Robert might be asked to keep a tally of the times he participated in class. Denise might be asked to fantasize about what she would like to be doing ten years from now.

Modeling. In order to learn new behaviors, it is often helpful to observe them. A hesitant new counseling group might benefit from watching a videotape of a successful group in process. The group leader or counselor can also act as a model by demonstrating good communication skills and ego strength on a day-to-day basis.

Group Counseling

While the goals and techniques of individual and group counseling can be very similar, the process and dynamics involved differ. In individual counseling, the relationship between the counselor/advisor and the client is often considered to be the primary means of facilitating growth. The counselor/advisor generally creates a helping relationship by being genuine (congruent), understanding (empathic), and by accepting and respecting the essence of the client (positive regard). Group counseling, on the other hand, frequently uses group dynamics and a focus on the relationships between group members to facilitate individual and group development. While the counselor/student relationship is also important in group counseling, it is usually not emphasized as much as it is in individual counseling.

One of the advantages of group counseling is that it creates an environment in which students can learn to relate to others, help others while they learn about themselves, and learn how to accept help from others. A group counseling experience can be especially appropriate for helping students learn through experience to:

- listen to others
- accept and respect others
- understand others
- identify and become aware of feelings
- express one's own feelings
- become aware of the feelings of others
- experience being listened to by others
- experience being accepted and respected by others
- experience being understood by others
- recognize tha basic commonalities of human experience
- explore oneself
- develop greater awareness of oneself
- change oneself in the direction of being more the self one wants to be.

A group counseling approach might be very useful, but it is not easy to implement successfully. Group counseling can be very complicated and requires a careful and competent leader, among other variables, to be successful. A number of factors can help to improve a group's chances of being successful. A group's therapeutic potential can be more fully realized when clients:

- perceive their group to be attractive
- feel genuinely accepted in their group
- know what is expected from them and what they can expect from others
- feel that they truly belong
- feel safe enough within their group to discuss their problems and to solicit feedback whenever they feel that they require it
- accept responsibility for getting themselves ready for group counseling
- enter counseling with a commitment to discuss their problems openly, to define precise behavioral goals, to implement desired new behaviors, and to help, and even pressure fellow clients to do the same
- experience meaningful participation

- accept responsibility for developing and maintaining a therapeutic climate within their group and for their own growth
- communicate best and develop best relationships when they are congruent and those with whom they are trying to communicate with are congruent
- obtain considerate feedback to recognize their blind spots and their problem-solving resources
- discuss their problems openly
- experience sufficient tension to be motivated to change, believe that they can manage the tension, and are convinced that the outcomes are worth the pain and tension they experience in achieving their goals
- understand and accept group norms. (Ohlsen, 1977, pp. 84-85)

Possible Advantages of Counseling Approaches

- Counseling approaches can be implemented using existing personnel and facilities.
- Based on an educational model, a counseling approach can offer both remedial and preventive help. For example, helping potential dropouts change self-defeating behaviors would be considered a remedial effort, while helping them prepare for developmental tasks would be considered a preventive measure.
- An individual counseling approach, either formal or informal, has the potential to foster a special, caring relationship between an adult and the student. That kind of relationship may be a new experience for the student.
- A group counseling approach has the potential for offering a student a caring, supportive community where the student can learn to help others while learning and experimenting with new ways of relating.

Potential Limitations of Counseling Approaches

- Counseling works best when a student is willing. Ordering a potential dropout to participate in a counseling approach will probably lead to resistance. Associating the strategy with discipline or punishment (e.g., "You were disruptive, so now you have to be counseled") may seriously damage the possible effectiveness of the approach. A review of research by Henry and Kilmann (1979) noted that "all considered studies [of groups] with voluntary membership achieved positive results, while all those with nonvoluntary membership did not" (p. 44).

- Counseling may be equated with "shrinks" and "crazy" people. Stressing goals that are based on adolescent needs and fully explaining counseling procedures can help alleviate a student's fear that the counselor will uncover some hidden "craziness."
- A good counseling relationship is based on trust. Establishing trust can be a diffucult task when working with potential dropouts who have learned not to trust adults in general and are specifically wary of school-related adults. However, these students have a lot to gain from counseling, and so the effort to build trust is often well worth it. Henry and Kilmann (1979) suggest drawing group leaders from outside the school, such as a community counselor or a social worker from a different school. Using group leaders who are not identified with the school establishment may be one means to "reduce students' resistance and to increase students' self disclosure" (Henry and Kilmann, 1979, p. 45).
- Counseling can open a Pandora's Box. The counseling process and counseling relationship may encourage students to confide or exhibit problems that the counselor/helper is not ready or able to handle. This is especially true when the helper is not a trained counselor. A helper needs to recognize his or her limitations and be willing to seek qualified help or make referrals whenever necessary.
- While group counseling can be an especially helpful approach, it is not an easy process and requires a competent group leader. In addition to basic counseling skills, a group leader must also have a secure understanding of group dynamics, group methods, and group goals. Unless carefully led, a small group can be damaging and unproductive (e.g., group members can reinforce *negative behavior*).

Advisement

One type of informal counseling approach--advisement--is discussed in greater detail in this sub-section because of its potential for application in dropout prevention efforts. It has been determined that a dropout prevention program must foster a supportive atmosphere. Students must believe that teachers and counselors care for them as people. Caring and being concerned with the individual is as important an element to the educational setting as it is to the home environment. Following this theme, advisement approaches help school seem more humane and personalized because they encourage and foster better relations between students and teachers. The concept of advisement, in some cases, may be be as simple as a teacher or staff member "adopting" a student (or students) and developing a "caring" and advising relationship with that student(s). Developing this type of relationship takes hard work, but the one-on-one, flexible nature of this effort can be extremely rewarding for all parties involved. Such an "adopt-a-student" program can be an effective means to personalize education, offer needed support to the individual student, and address individual problems/concerns as they arise.

Advisement Approach Implementation. In an advisement approach, school staff take over some of the functions commonly performed by guidance counselors. The staff person/advisor meets with his or her advisees on an individual or small group basis to discuss personal problems, monitor personal and academic progress, discuss school related policies and procedures, and/or just to touch base. In addition to the advisor role, some advisement, or adopt-a-student programs encourage the staff person to also develop a friend/advocate relationship. The staff member, who is often paired with a student for the full time the student is enrolled in the school, takes a special interest in the student as a *person,* including the student's interests, abilities, concerns, and problems--both in school and outside of school.

The advisor/student relationship may be especially important during school transition times (e.g., transferring to a new school), which are often critical and traumatic times for potential dropouts. For example, the advisor may help a student adjust to the new demands of junior high school and later help the student prepare for senior high school. Because of his or her special relationship with a student, the staff member may also be in a position to intercede or act as an advocate on behalf of the student when school problems arise.

Meetings may be scheduled on a regular basis (e.g., daily, weekly), or meetings may be arranged only as needed. Some advisement efforts prefer not to arrange formal meeting times, and instead encourage the advisor/student team to regularly contact each other on an informal basis.

An advisement approach can involve all students or it can be offered to just a selected group of students (e.g., potential dropouts). Some school districts require all school staff to advise a certain number of students. Other school districts prefer to select staff that seem best able to serve as advisors, while others rely on interested staff to volunteer. In some cases, the student is allowed to select his or her own advisor. One program coordinator related that he asks each student which staff member he or she would most like to have as an advisor. If a student indicates that he or she doesn't like any staff member, the next question is "Which advisor would you dislike the *least?*"

Advisement Approach Goals. Figure 3 categorizes possible goals of an advisement approach and related activities. The function of the advisor in performing these duties is not to replace the school counselor, but rather to allow the counselor to focus on more specialized tasks. Counselor duties in an advisement approach can include testing, providing college and career information and guidance, presenting seminars and workshops, acting as a referral source for other advisors, working with parents and the community, providing group and intensive individual counseling, and developing preventive counseling programs (Johnson & Salmon, 1979).

Figure 3

Advisement Activity Categories*

Program Planning

Any activity dealing with the act of choosing school courses, such as course schedule, or tentative long-range educational planning.

Career Planning/Preparation

Activities to help students select and prepare for a career.

Feedback/Evaluation

That information that a school needs to hear, formally or informally, so that it can change itself to better suit the needs and desires of the people it serves. This category does not mean feedback to the student. It means the feedback the student gives to the school.

(continued)

Figure 3 (continued)

Self-Assessment

The analysis an advisee makes of his behavior, performance, or actions in an effort to strive for continuous self-improvement and understanding. All goal-setting activities are included in this category.

School Offerings Awareness

Any activity that contributes to an awareness of the school and its programs, philosophies, and actions.

Parent Relations/Conferences

Those special activities designed to increase parent participation in the schooling process of their children and to ensure frequent positive contact among the advisor, student, and parent.

Decision-Making Skills

The conscious application of a process to make decisions. Although decision-making is woven into activities in many categories, it also is a distinct category to aid advisors in teaching the process.

School/Community Issues

Activities concerned with the human aspects of individuals working together. Included are 1) desegregation-related activities, 2) values clarification, 3) human development and 4) group building. This category would also include any discussion needed about current school-wide issues that may arise during a school year. Some examples would be a problem such as vandalism, a special decision the school needs to make, or any shared concern.

---

*Taken from Johnson, R.L., & Salmon, S.J. Caring and counseling--Shared tasks in advisement schools. Personnel and Guidance Journal, 1979, 57, (9), 474-477. These categories were developed for the Ferguson-Florissant (Missouri) Advisement Program and have been adopted by the Cedarburg (Wisconsin) School District as part of their STAE dropout prevention program.

Possible Advantages of Advisement Approaches. An advisement program does not require a great deal of additional spending because existing staff and facilities are utilized. The use of staff advisors can free the school counselors' time which allows counselors to focus on more specialized tasks and preventive counseling. Most importantly, advisement approaches encourage students and staff to relate to each other on a personal rather than an institutional basis. This may help develop a more supportive and caring atmosphere in the school.

Potential Limitations of Advisement Approaches. As with all counseling approaches, the success of the advisor/student relationship is very dependent on the development of trust and commitment on the part of both the student and the staff member. Obviously, an advisor can not just announce to a student that "We are going to be friends, and you will like it!" Unless the advisor is committed to the goals of advisement and is genuinely interested in the student, he or she might not be willing to make the effort necessary to win the trust and cooperation of the student. Similarly, a student who perceives insincerity on the part of the advisor is likely to be resistant.

School staff members' time is often already heavily taxed by school related demands, and a program that requires staff to take on even more additional duties may face rebellion. Some staff may also view advisement activities as more appropriately handled by counselors "who are paid to provide those services."

Work-Related Approaches

Work-related approaches attempt to reach the potential dropout who sees little relevance in school work and cannot readily transfer what is learned in school to life outside of school. For example, a student may think that learning how to calculate percentages is a meaningless exercise until he or she is employed as a clerk during a 25%-off sale.

Work-related approaches that offer opportunities for paid employment aid the student facing school and family economic pressures. The temptation to drop out for a job and a regular paycheck can be abated if the student has an opportunity to earn while attending school.

Work-related approaches can also be designed to help students gain the skills and training necessary to successfully enter the world of work. This is an appropriate goal considering unemployment statistics which indicate how difficult it is for many young people to locate and secure employment. In 1979, 12.7% of all youth age 16-24, *who were not attending school or in the military*, were unemployed. Minority youth in the 16-21 year old age bracket, who were not attending school or in the military, experienced an unemployment rate of 26.8% in 1979. These figures compare with a 1979 unemployment rate 5.1% for all persons 16 and over and an unemployment rate of 10.3% for all minorities age 16 and over (Employment and Earnings, 1980).

The Carnegie Council on Policy Studies in Higher Education recommends the development of work-related approaches in the secondary schools and supports this stand with the following rationale:

> It is clear that many high school students--and junior high school students as well--are getting little out of school, because they simply do not see the relevance to their future lives of what the school is attempting to teach them. We believe that school might become more meaningful to them if there were more options available for combinations of school and work experience. Even for those students who are doing well in school, opportunities for work or community service are likely to make valuable contributions to a better understanding of how society works and to a better appreciation of the relationship between their academic studies and the responsibilities they will be assuming in adulthood. Such opportunities will aid youth in gaining a sense of maturity and

> independence, and in many cases earnings from work will be urgently needed for immediate purposes or may be set aside for college costs. (The Carnegie Foundation for the Advancement of Teaching, 1979, p. 107)

Implementing Work-Related Approaches

Work-related approaches may utilize a number of components which commonly include on-the-job experience or observation, a work-related class, career awareness/exploration activities, and/or vocational course work. How these components are combined and/or implemented depends on the age and characteristics of the population to be served, the identified goals of the program/activity, the resources available, school policy, and state and federal regulations. The following list summarizes some of the variations evidenced in work-related approach implementation:

1. A work-related approach may emphasize a single component (e.g., career awareness activities), or it may combine components (e.g., on-the-job experience is often combined with a work-related class).

2. Work-related approaches range from informal activities (e.g., a social studies class touring local businesses and industries) to highly structured programs (e.g., a work-related effort which combines supervised work-experiences and a coordinated work-related class).

3. The primary goal of a work-related effort may be to help students gain a better understanding of careers, develop basic employability skills, or learn specific job skills relevant to a chosen occupation.

4. Depending on program design and regulations, credit and/or a wage may or may not be awarded for participation on-the-job. If a wage is earned for on-the-job participation, it may be paid by the employer or perhaps another agency (e.g., CETA). Students working on-the-job may be working in the private and/or public sector (again, depending on the program).

5. A work-related approach may be restricted to a specific group of students (e.g., potential dropouts, students with exceptional educational needs, highly qualified and motivated students), or it may be open to all interested students.

6. Work-related approaches may be integrated into the regular curriculum and/or may be designed as an extra-curricular effort. An approach which offers tours, speakers, and/or other career exploration activities on an informal basis would reflect an extra-curricular effort.

Work-related approaches may be implemented at the elementary, junior high, and/or senior high school level. Figure 4 presents one example of a K-12 work-related plan.

Figure 4

A K-12 Work-Related Plan*

Level	Work-Related Approach
K-6	Career orientation. Activities (e.g., field trips, speakers) are offered which encourage the developemnt of work attitudes and elementary work and employment concepts.
7-8	Broad exploration. Through coursework, guidance activities, and observation, students begin to acquire specific occupational information.
9-10	In-depth exploration. Through in-depth exploratory work experience, beginning skill development courses, and/or other exposures to the world of work, students begin to acquire basic job skills and make tentative career plans.
11-12	Career preparation. Students develop entry level employment competencies through participation in activities such as work-related courses, laboratory experiences. *Specific skill training for a chosen occupation may be developed through vocational education programs.*

---

*Adapted from: Mason, R.E., & Haines, P.G. Cooperative occupational education and work experience in the curriculum. Danville, IL: The Interstate Printers and Publishers, Inc., 1976, p. 28.

Work-related approaches can be categorized into two main types: general education/exploratory approaches and vocational approaches. A general education/exploratory approach aims to help the student who has not made a vocational choice, or who is having problems in school, through general education and career education activities. A vocational approach is geared to help students who have already made an occupational choice. A vocational approach is designed to provide these students with general and specific job skills, which prepare them for entry level employment in their chosen field. Common goals of the two categories are presented in Figure 5.

Figure 5

Work-Related Approach Goals*

General Education/Exploratory Work-Related Approach Goals

1. To keep underachievers, overaged, and/or other potential dropouts in school part-time while they obtain needed general education.
2. To help pupils explore the world of work and to assist them in occupational choice-making.
3. To help maladjusted pupils with personality and behavior problems.
4. To help students earn money who otherwise would need to drop out.

Vocational Work-Related Approach Goals

5. To provide practice in what has been learned in the classroom and to assist in the transition from school to job.
6. To develop general and specific occupational skills, knowledge, and attitudes that directly relate to a student's occupational choice.

---

*Adapted from: Mason, R.E., & Haines, P.G. Cooperative occupational education and work experience in the curriculum. Danville, IL: The Interstate Printers and Publishers, Inc., 1976, p. 7.

Examples of work-related approaches. Some common work-related approaches that have been available to students include: (1) Work Experience/Career Exploration Programs (WE/CEP), (2) Experienced Based Career Education (EBCE), (3) Work Experience Programs, (4) Work-Study Programs, and (5) Cooperative Educational Programs (Co-op). Program descriptions are not always consistent. A program that one school system labels Work-Study, another might call Work-Experience. Work experience is not only the name of a specific type of program, but it is also commonly used as a generic term to refer to any work-related approach. Figure 6 presents a brief discussion of the five work-related programs identified here.

CETA work-related approaches for in-school youth. When considering work-related approaches, it is important to recognize the role CETA youth programs play in providing work and training opportunities to potential dropouts. CETA work-related programs that have been implemented to serve in-school youth include Youth Community and Conservation Improvement Projects (YCCIP), Youth Employment and Training Programs (YETP), Summer Youth Employment Program (SYEP), Job Corps Programs, Work-Experience Programs, and On-the-job Training Programs. In addition, Youth Incentive Entitlement Pilot Projects (YIEPP) are current experiments testing programs that guarantee a job and/or training to economically disadvantaged youth who remain in school, return to school, or participate in a high school equivalency program.

Examples of how these programs can be translated into school-based work-related approaches can be found by examining some of the ways YETP programs have been implemented in Wisconsin secondary schools. Some school-based YETP programs in Wisconsin include:

- an on-the-job training program where students earn a CETA stipend and school credit for participation;
- a program featuring a highly pragmatic and structured English and social studies class which emphasizes basic skills, employability skills and career development;
- a pre-work/study program where students experience community job sites as a career exploration activity. (Novak & Dougherty, 1979)

A further discussion of CETA youth programs can be found in the section entitled *Establishing and Maintaining Support Outside of the School.*

Figure 6

A Comparison Chart of Five Common Work-Related Approaches Designed for Students

PROGRAM	IDENTIFIED POPULATION	PRIMARY GOAL(S)	NATURE OF WORK ACTIVITY	TIME COMMITMENT	WAGE	WORK-RELATED CLASS	CREDIT	NOTES
Work Experience/Career Exploration Program (WECEP)	14 and 15 year old potential dropouts or other educationally disadvantaged youth	1) To keep students from dropping out at age 16. 2) To teach students basic employability skills.	Students usually work in unskilled jobs (e.g., food service), which helps them learn basic employability skills.	1-3 hours per school day is spent on-the-job.	Earns applicable minimum wage, paid by employer.	Mandatory daily class (1-2 hours in length). Stresses basic skills and career exploration.	Credit earned for both class and work components.	Highly structured program. WECEP coordinator limited to 25 students.
Experienced Based Career Education (EBCE)	All high school students.	1) To learn through observation about specific occupations and careers. 2) To mesh on-site "learning by doing" with academic objectives.	Students observe people during their work day and try out a few tasks. Students usually observe people in occupations that they have a possible career interest in.	1-3 weeks at each job site and rotate among several sites. 1 day a week is usually spent at a learning center.	none	Students complete activities that are directly related to the job site (e.g., student at pharmacy site must research several drugs and their effect on the body).	Credit is given for participation and successful completion of related activities.	Students may also be required to participate in group guidance sessions.
Work Study Program	Students age 15-21 who need part time employment earnings to continue their vocational education or Potential dropouts who need employment as a motivation to stay in school.	1) To provide students with an opportunity to work and earn a salary while attending school. 2) To deter students from dropping out.	Students usually work in private sector jobs which may or may not be supervised by the school. In some cases the school and the public sector also provide employment.	The time commitment is flexible. Students usually work about 20 hours per week.	Students earn minimum wage or above, paid by the employer.	A specific work-related class is usually not available.	Credit for work experience may be, but is usually not awarded.	Work-study is the common term used for informal programs where the students are allowed to work part-time during the school day.

Figure 6 (continued)

Work Experience Programs	Students 16 and older who 1) exhibit exceptional educational needs 2) students who have trouble in other school programs, 3) potential dropouts, truants, disruptive students, 4) economically disadvantaged students, and 5) students needing help to make realistic career chioces.	1) To serve as a motivational device to keep students in school. 2) To provide career exploration experiences 3) To teach basic job skills.	Students usually work in the private sector in jobs that are approved by the school and should be supervised by a work experience coordinator. In some cases, the public sector and the school also provide employment.	Flexible	Wage is paid by employer and/or school.	A work-related class featuring employability skill development, career development, and general economics is recommended, but not mandatory.	Credit for participation is recommended but not mandatory.	Work experience programs are commonly considered to be formal programs for high school students which most often utilize a work-related class and coordinator/supervisor.
Cooperative Education Program (Co-op)	High school students with a specific vocational objective and who have taken vocational coursework. Usually high school seniors.	1) To provide a cooperative arrangement between the school and the employer to provide a student with entry level skills that specifically relate to the student's chosen field.	Students work at a community job site that relates specifically to their chosen field and prepares them for entry into that field upon graduation.	Students work from 15-40 hours per week.	Wage is required and is paid by the employer.	Students are usually required to take a coordinated class that specifically relates to their placement. The teacher/coordinator must be a certified vocational educator.	Credit is given for the work and class component.	The Occupational Preparation Program (formerly Capstone) is a classic example of a cooperative education program. Students culminate a specific series of vocational course work and experiences with a vocationally related on-site experience.

Adapted From:
1. Brief description of various types of programs. LVEC Bulletin, (No. 6-23), March 1976, 1-2.
2. Experienced-based career education: The community is the teacher. Fond du Lac, WI: Fond du Lac School District, n.d.
3. Guidelines for the establishment of WECEP programs in Wisconsin (Bulletin No. 9026). Madison, WI: Department of Public Instruction, Bureau for Career and Manpower Development, 1977.
4. Mason, R.E., & Haines, P.E. Cooperative occupational education and work experience in the curriculum. Danville, IL: The Interstate Printers and Publishers, Inc., 1976.
5. Suggested guidelines for implementing work experience programs, school work training programs, work-study programs (Bulletin No. 6902). Madison, WI: Department of Public Instruction, 1976.

Work-Related Approach Techniques

Some of the techniques commonly used in a work-related approach are listed here. These techniques are appropriate for a work-related approach, whether or not it includes an on-the-job component.

Field Trips. Students can tour local businesses, industries, and other work settings to get a better idea of career opportunities and local employers.

Job Shadowing. Students can follow a community worker performing his or her job. A student interested in sales might observe a car salesperson at work for a day.

Speakers. Representatives of different businesses, industries and other work settings can come to school and speak about careers in their field and work in general.

Simulations and Games. Students can learn about work through simulations and games. One WE/CEP coordinator in Wisconsin has set up a labor union simulation for students.

Mock Interviews. Students can role-play interviews which may be videotaped for later discussion. Community and business people can be called in to "interview" students for hypothetical jobs and to give them feedback and encouragement.

Career Days/Career Fairs. Representatives from organizations, businesses, industries, the military, and post-secondary institutions can offer valuable career information. Representatives can convene at one time and assemble booths and displays in a large area such as a gymnasium. Another procedure would set up different areas in the school for individual presentations. Students then attend the presentation(s) that most interest them.

Operating a Business. Students can design, make, and market a product or service (e.g., Christmas toys, a child care service). This can be as part of a class or on an extra-curricular basis.

The Work-Related Approach Class

The work-related class that often is a component of a work-related approach can be instrumental in facilitating student progress and success in the approach. One WE/CEP class curriculum model is divided into four areas: employability skills, personal/social development, career exploration, consumer awareness and basic skills (Bureau of Career and Manpower Development, 1978). These four areas can also be adapted to other work-related classes.

Figure 7 offers examples of topics that can be considered in two of these curriculum areas: employability skills and career exploration. Further discussion of special curricula will be considered in the next sub-section of alternative curriculum approaches.

Figure 7

Examples of Topics That Can Be Considered
In a Work-Related Strategy Class*

Employability Skills

- finding a job
- reading and answering want ads
- job application forms
- resumes
- job interview techniques
- payroll deductions
- change-making
- dealing with customers
- dealing with pressure
- job performance evaluations
- job getting agencies
- labor laws
- how to quit
- hygiene
- perseverance
- work vocabulary
- understanding company rules and customs
- job interpersonal relationships
- employer styles
- handling criticism
- punctuality
- following directions
- initiative
- reliability
- honesty
- responsibility
- enthusiasm
- learning on-the-job

Career Exploration

- assessing personal attitudes, abilities
- identifying career information
- job-related social skills
- financial features of careers
- job fringe benefits
- self-employment opportunities
- values
- sex role stereotyping
- future planning
- education and employment possibilities
- high school vocational courses
- jobs and personal life-styles
- leisure activities and careers

---

*Adapted from: Bureau for Career and Manpower Development, WECEP curriculum guide. Madison, WI: Wisconsin Department of Public Instruction, Division of Instructional Services, 1978.

The Work-Related Approach Coordinator

In most formal work-related approaches, a work coordinator manages the program. For some programs, the work coordinator must hold special certification, while in other programs the coordinator needs only teaching certification.

Although the duties of a work coordinator will vary depending on the program, school, and people involved, several common duties can be identified. Figure 8 outlines some of these coordinator responsibilities. An insightful narrative about the role of a work coordinator can be found in an article entitled *So You Want To Be A Work Experience Coordinator, Are You Sure You Have That Kind Of Dedication?* (Wolf, 1978).

Possible Advantages of Work-Related Approaches

- A work-related approach helps students see the relevance of their school studies to the "real world." This can encourage them to work toward greater competence and achievement in the classroom.
- A work-related approach that offers an opportunity to earn a salary helps relieve the pressure or temptation to drop out for economic reasons.
- A work-related approach can help students gain a more realistic perception of the work world as they develop skills that will make them more valued and productive employees.
- A work-related approach can strengthen cooperation and build good relations between the school and the community.
- Some work-related approaches actually provide training that will develop specific entry level skills for a chosen occupation.
- A work-related approach coordinator is often in a position to develop a caring and meaningful relationship with students, which can be an intervention effort in and of itself.
- Work-related strategies can be developed for elementary, junior high, and senior high school students.
- A job can be a very strong incentive to attend regularly and improve school performance. Some approaches only allow a student to keep an arranged job as long as he or she remains in school. Often a student is not allowed to go to work (and, therefore, not earn a wage) if he or she has been absent from school that day. WE/CEP programs expect participating students to earn the right to work by demonstrating improvement in other selected academic areas.

Figure 8

Examples of Work-Related Coordinator Tasks*

Guiding and selecting students:
Describing the program to students.
Working with guidance personnel.
Providing occupational information.
Counseling students about entering the program.
Gathering information on students.
Helping enrollees with career planning.

Placing students in training jobs:
Enlisting participation of cooperating employers.
Selecting suitable training stations for each student.
Orienting employers, training supervisors and co-workers.
Preparing students for job interviews.
Placing students on the job.

Assisting students in adjusting to their work environment:
Helping students on their jobs.
Dealing with job problems.
Planning personal development with training supervisors and students.
Evaluating job progress.

Improving training done on the job:
Establishing responsibilities on the job.
Developing training plans.
Consulting and assisting training supervisors.
Maintaining training emphasis.

Correlating classroom instruction with on-the-job training:
Determining needed instruction.
Assembling instructional materials.
Preparing for instruction.
Teaching classes.
Directing individual projects and study.
Obtaining assistance from other teachers.
Advising training supervisors concerning applications of classroom instruction to be made on the job.
Evaluating learning outcomes.

Assisting students in making personal adjustments:
Aiding students in correcting poor personal habits.
Counseling students with personal and socio-economic problems.
Assisting students with educational problems.
Resolving behavioral problems.

---

*From: Mason, R.E., & Haines, P.G. Cooperative occupational education and work experience in the curriculum. Danville, IL: The Interstate Printers and Publishers, Inc., 1976, p. 131.

Potential Limitations of Work-Related Approaches

- Work-related approaches that include an on-the-job component require a considerable amount of coordination and supervision. For example, job sites must be found, transportation must be arranged, federal and state laws must be adhered to, and the cooperation of each employer, participant, and parent must be obtained.

- Work-related approaches that are restricited to a certain group of students might exclude others who could benefit from the approach. For example, a program that is limited to economically disadvantaged students might exclude disenchanted students who need a work-related program to spark their motivation more than to earn a wage.

- Work-related approaches might not be offered early enough to reach the majority of potential dropouts. Approaches that are only available to seniors, for example, do not reach students who drop out prior to the senior year.

- Work-related approaches are often not sufficient as a single dropout prevention effort because they often assume general competencies. Arranging a part time job for a student will be of little long term help if the student is unable to read application forms.

- Liazos (1978) argues that work-related programs and counseling are abused when they "direct students to jobs that follow their class backgrounds" (p. 362). Special care needs to be taken to assure that racism, sexism, and classism do not affect choice of approach participants and/or their job placements. One advisory committee member reminded project staff that "just because students don't like what they're doing, it doesn't necessarily mean they want to fix cars."

- Some work-related approaches train students for specific occupations. This assumes that students are able to make appropriate career choices early in high school. The potential dropout might not be able to make an occupational choice early in high school or be motivated enough to take pre-requisite vocational courses.

- Work-related approaches that require students to be away from school for a considerable amount of time (e.g., Experienced Based Career Education) need to consider the effects of an extended absence from the school community. EBCE support groups offset possible isolation by serving as a supplemental peer community for the students.

- Adequate opportunities might not be available in a community, making student on-the-job placement very difficult. This can be especially true in rural or isolated communities. Such areas might have to offer work-related approaches which do not include an on-the-job component.

- What transpires on-the-job might be difficult to control because it is an out-of-school environment. It may also be difficult to develop an equitable procedure for awarding credit because work experiences can vary radically and can be difficult to measure.

- The potential for encouraging good school-community relations is also the potential for developing bad feelings. The student participant who steals from, or otherwise disappoints an employer, will not have furthered good school-community relations.

Alternative Curriculum Approaches

Alternative classes, programs, and schools have been developed to aid dropout prevention efforts. This is in part because school staff and administration see students with needs that are not being successfully met by regular school offerings. The student who regularly experiences failure in a mainstreamed class and the student who sees little relevance in the curriculum are two examples of students with unmet needs. It is often very difficult to address the special needs of students within the confines of a mainstreamed class. On the other hand, a special program or course that features a low student-teacher ratio, utilizes responsive instructional techniques and curriculum, and/or helps a student cope with a difficult home situation can help motivate these students by addressing their special needs.

Alternative classes or programs offered to students generally attempt to change the academic program to meet the needs of the student(s). Basically, such efforts provide an academic alternative to students. These activities can be especially useful with dropout prone youth who have been identified as underachievers, lacking in academic skills (especially reading and math), experiencing personal problems, or failing in coursework. As educators indicate, potential dropouts frequently are low achieving but capable students. Remedial and/or basic skill "alternatives" can help some such students gain these needed basic skills and/or life skills.

Alternative programs and schools can also be effective with rebellious or disruptive potential dropouts. Some students have such negative feelings toward the school system and the school staff is so disenchanted with them, that the only way to make progress is to start fresh. An alternative school or program operating off campus can offer the student a neutral territory where he or she can try again. Some students have a difficult time dealing with school rules and policies (e.g., smoking, attending school full days). An alternative program may relax some of the rules, developing an environment more acceptable to some students.

While some would suggest that an alternative program is necessary for the students' benefit, others would argue that an alternative program is an appropriate means of removing problem students from the mainstream where their presence can disrupt the education of other students--

> The time has come for public school educators, concerned parents, students and governmental agencies to join together to provide an appropriate alternative education program which will effectively remove these pupils [disruptive students] from the mainstream of public education until such time as they can prove that they are ready to take their rightful place once again in the mainstream (Johnson, 1979, p. 15).

Using an alternative program to remove a certain group of potential dropouts from the mainstream can be a justifiable approach, as long as racism or classism is not a factor. When segregating a student for the benefit of the larger population, it should also be determined that the alternative is beneficial to the removed student.

Finally, many advocate alternative schools and programs because they are often more comprehensive than other dropout prevention approaches. Adapting the total environment or the majority of a student's instruction to meet his or her special needs is sometimes seen as having a greater potential for success than an intervention which has a narrower scope.

> It is questionable as to how much is accomplished when a child participates in an improved learning situation for three hours a week, only to return for the remaining seventeen hours to the climate that was the setting for his original failure (Porter, 1971, p. 234).

As with any type of educational effort, one will find both advantages and disadvantages to the activity. While alternative classes appear to be more readily adaptable to most school situations, alternative programs and schools take on more extreme modifications. Like any dropout prevention effort, their appropriateness and success potential greatly depend upon the needs of those students served and the services/resources of the school and community.

Alternative Education

Alternative education efforts are basically variations of services and offerings available to specific groups of students whose needs are not being met in traditional classes. A variety of classes, programs, and schools provide appropriate services and modifications for teaching dropout prone students.

Such students with special needs may need to be accommodated regarding such areas as:

- reading skills,
- math skills,
- communication skills (listening, speaking, and writing),
- social skills,
- emotional skills,
- physical skills,
- employability skills,
- job skills,
- study skills, and
- life skills.

It follows that the objectives of alternative offerings can include giving individuals an opportunity to raise academic skills, improve self-image, develop self-confidence, and/or improve communication skills to enable the student to better compete for employment.

The development and implementation of alternative curriculum efforts can follow some basic procedures, including:

1. Identify the learning outcomes. (Make student aware of requirements.)

2. Identify and assess use of alternatives for presentation of materials (e.g., filmstrip, worksheet, taped book).

3. Identify all available materials, resources, and equipment that might possibly be used.

4. Evaluate student(s) regarding learning style, learning preference, and achievement level.

5. Determine alternative methods of presentation (e.g., discussion, role-playing). These should be matched with student learning styles and/or preferences.

6. Develop softwares for use (e.g., transparencies, slides, worksheets).

7. Conduct and implement alternative offerings.

8. Evaluate alternative offering (e.g., compare student progress) during traditional and alternative activities.

9. Modify alternative offerings based on evaluation.

Alternative efforts can be implemented in various degrees of modification. Figure 9 illustrates this building process. Such variables as curriculum, teacher, student, and environment are addressed. The lower right-hand section ("special curriculum in a special room") is the most extreme situation while the upper left-hand section ("student in own class") shows the least modification. As the figure illustrates, alternative education can take on a wide range of faces.

What one teaches and how one teaches takes several factors into account. These include:

- student(s) involved;
- facilities housing the class, program, or school;
- equipment and materials used;
- staffing patterns;
- class size;
- administrative structure;
- topic or subject matter to be covered;
- methods of presentation;
- monitoring of progress; and
- class management.

Some specific suggestions for presenting content in alternative efforts include:

- lecture/discussion approach: develop brief outline of planned material and present to class before the lecture

- audio-visual presentation: movies, slides, filmstrips, radio, transparencies, records

- guest speakers

- small group discussions

(continued on page 50)

Figure 9

Building Alternative Education Offerings for Marginal Students*

Curriculum → Staff/Environment ↓	Regular Curriculum	Modified Curriculum	Alternative Curriculum
Regular Teacher/ Staff	Marginal student on own in regular class	Regular teacher/ staff modifies curriculum for marginal students in class	Dropout prevention staff write curriculum for marginal students in regular class
Regular Teacher/ Staff in Regular Classroom	Marginal student receives special help in regular class	Regular teacher/ staff offers help to marginal students in class	Dropout prevention staff/tutor helps marginal students in regular classroom
Regular Teacher/ Staff and Alternative Staff and Alternative Environment/ Classroom	Marginal student gets assignments from regular teacher--then works in environment/classroom	Regular teacher/ staff modifies assignment--marginal student then works in alternative classroom	Dropout prevention staff write curriculum with regular teacher's help--then work in alternative environment/ classroom
Dropout Prevention (Alternative) Staff in Alternative Environment/Classroom	Marginal student has no interaction with regular teacher except to do teacher's work in special room	Regular teacher modifies curriculum to be taught in alternative environment/classroom	Dropout prevention staff provide curriculum--teach in alternative environment/classroom

*A marginal student is defined here as a student experiencing problems which can cause him/her to leave school (e.g., basic skills, self-concept, social skills).

Adapted from: Experience Based Education, Lincoln, NE: Lincoln Public Schools, 1974.

- individual discussion with teacher
- programmed learning: either reading or a combination of audio-visual and reading
- reading: silently, simultaneously with taped version, listening to teacher or other student read aloud, listening to a paraphrased version of the material and following with charts, diagrams, or printed material
- field trips
- projects: "hands-on" approach to making a model or other art projects that help establish academic concepts, facts, etc.
- peer tutoring outside of classroom
- buddy system within the classroom
- contracts: establish prior expectations for achievement for grades
- work-study experience: limited time within the classroom, majority of time in the work field
- independent study: established agreement between teacher and student
- mini-courses: content units broken into smaller learning components; student not responsible for large units of information at one time, but smaller units
- open classroom: large teaching area utilizing team teaching approach
- learning centers: smaller areas of classroom where individual concepts are taught through self-motivating materials (possibly audio-visuals)
- note-taking: high-achievers take notes with carbon paper to give to low-achievers
- course syllabus
- discovery of learning: students are given a problem situation where no procedures are established and must develop their own methods for finding solutions, facts or drawing hypothesis
- supplementary texts and other written material: high interest and low vocabulary reading material

(Tindall et al., 1980, pp. 116-117)

Suggestions for alternative testing procedures include the following:

1. Open test: Students use text books, notes, study guides, etc. Short-answer and essay responses are most appropriate with this format.
2. Closed tests: students must rely on skills, concepts, and facts they have learned or mastered without the use of notes or textbook. Multiple choice, true/false, and matching type items are most appropriate with this format.
3. Teacher reads test and student responds orally, in writing, or both.
4. Reduce reading level of tests.
5. Taped tests: students listen to pre-recorded tape of the test and respond on answer sheets.
6. Small group tests.
7. Student-made tests.
8. Take-home tests.
9. Alternative projects.
10. Oral tests or oral reports.
11. Student answers questions on tape recorded for teacher to correct later.
12. Students administer test: Competent peer administrators test orally and can either write down student responses or have the student write his or her own response. The format is recommended for use with individuals or small groups.

(Tindall et al., 1980, p. 117)

Implementing Alternative Curriculum Approaches

The following discussion focuses on three common alternative curriculum or educational approaches: the alternative class, the alternative program, and the alternative school. Information relative to these different approaches is presented to provide the reader with highlights of the various ways in which alternative activities can be designed and implemented.

Alternative Classes

Alternative classes can be offered to meet the needs of the dropout prone student. Alternative classes allow these special needs to be met while the student remains in the overall "mainstream" and "environment of the school." Such alternative classes are designed to help the student in specific areas. Examples of alternative class offerings are presented in the following discussion.

The student in special and/or supplementary remedial classes can be mainstreamed for other classes. The number and/or intensity of alternative classes will depend on the needs of the student(s). The various types of alternative class offerings, including those identified here (remedial training/basic skills/study skills development, development of life skills, response to specific problem, and work-related classes) can be offered in combination to meet the needs of the individual student (grades K-12).

Remedial training/basic skills development/study skills. One major group of alternative classes focuses on remedial training, basic skill development, and/or study skills. Remedial math and English courses are examples of alternative classes geared for students who are unable to master regular coursework. These offerings can also help the student learn and develop study skills. Classes such as these can help the underachieving student (including potential dropouts), gain the skills necessary to experience success, not only in these areas, but in their other school classes as well. For example, increased reading skills and study skills can carry over to one's history class where much reading and memorization is required.

Remedial and basic skills classes can be implemented throughout the school system, grades K-12. In the introductory section of this handbook, *Dropout Prevention: An Overview,* it was reported that

- failure of grade,
- failure in reading,
- lack of basic skills, and/or
- inability to read at appropriate grade level

are indicators to school staff that the elementary student needs special attention. (It is noted that these indicators are also appropriate for use at the secondary level.) Addressing these problems when identified at the elementary level can help the student during the rest of his or her educational career--and beyond.

Figure 10 indicates some specific techniques and strategies that can be used in teaching basic skills and study skills. While the summary was originally developed for learning disabled students, the techniques and strategies are appropriate for use with any student, including the dropout prone student experiencing difficulty in learning.

Development of life skills. Alternative classes can also emphasize life skills. These can include, but are not limited to the following:

- self-awareness (e.g., talents, responsibilities)
- getting along with others
- developing and defending personal values
- decision-making
- goal setting
- communication/interpersonal skills
- listening skills
- grooming; health care
- use of free time
- time management
- money management/budgeting
- consumerism
- banking and credit services
- purchasing insurance
- completing tax forms
- understanding legal rights and responsibilities
- employability skills (job seeking and job keeping)
- career education/awareness
- handwriting skills
- learning to read the phonebook
- using the telephone
- reading schedules (bus, train, etc.)
- reading recipes
- following directions

Figure 10

Techniques and Strategies for Teaching Learning Disabled Students

Reading

1. Evaluate the readability (reading level of all chapters of a text, manual, pamphlet or handout.
2. Have available materials at many reading levels - from elementary to college level.
3. Record lectures.
4. Have recordings of texts available. These may be obtained commercially or have students record them for extra credit.
5. Request easier-to-read materials from publishing companies.
6. Texts that are easier to read at any reading level usually have the following characteristics:
   a. pages that have enough blank space so as not to be confusing; this is especially true when there are pictures or diagrams involved.
   b. bold print or capital letters or different colored ink for important subject headings.
   c. vocabulary in bold print or defined on the same page it is used or at the end of the chapter.
   d. a glossary and index - the glossary should include a guide to pronunciation.

There are several different methods by which you can determine the readability of instructional material. Check with the special needs personnel of your school, your vocational director or your State Department of Education consultant. Readability is not at all difficult to determine and will save you and your students hours of frustration and difficulty.

Readability is only one concern. Let's look now at the questions of goal setting, giving directions, presenting material, note taking, vocabulary, examinations, skill acquisition, behavior and evaluation and grading.

Goal Setting

1. Allow each student to experience success based on his or her ability and, when necessary, modification of instruction.
2. Tell students precisely what you expect them to memorize or know. Example: "You must memorize this procedure." "You don't have to memorize this; you will have the table to consult."
3. Tell them precisely what you expect them to produce.
4. See if they agree that they can meet your expectations.
5. Tell the student each day or week that separate and discrete goals are expected.
6. Set up contracts with students who are not producing.

Goal Setting (cont.)

7. Establish short and long term goals for each student, based on the student's ability and continued progress.
8. Decide whether it is memorization or understanding that is more important.
9. Emphasize quality or quantity; not both.

Giving Directions

1. Give only one or two directions at a time and check to make sure that they are understood.
2. Very specific instructions -- leave spaces.
3. Ask students to put your directions into their own words.
4. When there are written directions, try to make sure that each section of an exercise has its own directions; even if this means that you must duplicate them.
5. Read directions to the class.

Presenting Material

1. If you cannot read a mimeographed handout of your own, think about the student who has troubles without this added frustration.
2. Break down complex ideas and tasks into smaller component tasks.
3. When presenting material, explain a phrase or a sentence at a time, and pause. Slow down to 55 words per minute (and save!).
4. Decide what prerequisite skills students need to successfully handle the material presented. Do your students have them?
5. Write important phrases on the board as you say them. Seeing and hearing at the same time acts as a reinforcement.

Note-taking

1. Print information on one side of the board at a time...walk to the other side and continue... come back to the first side and erase. Then, start all over. This gives the student a chance to copy as much information as possible. Make sure to print. Teach your groups how to outline, scan for key information and locate answers in the material.
2. Leave blanks in a hand-out.
3. Emphasize important material in some texts with a colored "hi-lighter." Let your weaker students use the texts that you have thus outlined.
4. Use overhead - keep notes.
5. Decide what material the student really must know and what material must be memorized. If a student understands a concept, he or she will retain it better than if it is simply memorized.

continued

Figure 10 continued

Note-taking (cont.)

6. If students are required to copy outlines or long passages, either from lecture or from the board, mimeographing the material helps.

7. It may be easier for the student to memorize material if it is mimeographed than just in lecture form.

8. It is helpful for the instructor and the student to have the five or ten main points of the lesson (phrases are enough) in front of them during the class. Mimeograph and leave plenty of room between each heading for the student's notes. Instructors might ask the student to keep these in a folder or notebook. This collection of notes gives students with poor memory and poor organizational abilities something to both organize their thinking and help them remember.

9. Outline the work for the entire week, day by day, including pages to read, homework assignments, projects and so forth.

10. Demand organization from the students; folders with pockets are cheap and re-usable each term.

11. Use a student that you know is a good notetaker for getting information to one who is not. Use carbon paper, xerox, etc.

12. Tape your lecture.

13. It is often difficult for students with learning problems to generate a procedure operation on their own. It is helpful to return to basic principles which are involved in each new procedure.

14. Pictures in textbooks help the student to visualize and conceptualize. However, it may be necessary to coordinate the picture with the part of the text it represents. Color coding may be helpful in these cases.

15. It is important to associate symbols with concrete examples. Flash cards can be used with picture examples.

16. Asking students to visualize and possibly act out the steps in an operation may assist them in learning.

17. The ability to read charts and graphs may be a skill the student has never acquired. It may be necessary to teach this concept as a separate skill.

18. Reviewing daily and going back to already-learned ideas helps students with learning difficulties. It is surprising how fast students may forget what they seemed to know well.

Vocabulary

1. Define terms in words as simply as possible. If one word in a definition is not understood, the whole meaning can be lost.

2. Use operation definition. That is, "what is it used for" can be most effective. Remember to evaluate on this basis, too.

3. Deal with new vocabulary by relating it to words and terms that have already been learned.

4. Always place vocabulary in the context of a sentence or paragraph.

Vocabulary (cont.)

5. Use the words in the context of the job or other related area so that specific examples stimulate interest and motivate the student to learn and remember. Make it funny or absurd to help memorizing. Example: quenching treated steel makes it harder and "not thirsty." Draw some steel drinking.

6. Have students put new vocabulary into their own words and give examples: "Tina drew on the metal with a scriber."

7. If applicable, show the language root of the word, and divide the syllables according to pronunciation.

   Example: py rom et er - an instrument for
   measuring very high
   degrees of heat, as in
   a furnace or molten
   metal.

   "John measured the temperature of the furnace with a pyrometer."

Examinations

1. Recognition is easier than recall. Can you evaluate this way?

2. Avoid essay questions, especially when there are students in the class with difficulties in writing effectively.

3. Keep language simple and directions short. Avoid sentence structure which may be difficult to understand.

4. Keep directions short, and repeat for each section.

5. For fill-in questions, supply a word list. Students with learning difficulties often have word-remembering problems. They may know the concept and be able to recognize the word without being able to recall or spell it.

6. For multiple choice, the longer component should be on the left and the shorter on the right.

7. For worksheets dealing with essay answers, initially give page number beside questions. Gradually ease off on the numbering.

Skill Acquisition

1. Doing things in sequence is often troublesome. Breaking down the sequences into smaller groupings may help.

2. There is often difficulty in understanding basic directions such as left/right, clockwise/counterclockwise, and turning things. It is better to use a fixed object in the room (windows, doors or other machinery) that a student can remember, rather than the designations "right" and "left." For example: "Move the wood toward the window."

3. Occasionally, a student will have a problem with the coordination of the right and left hand, two-handed tasks, or tasks involving one hand for safety while the other pushes. Hand and finger positions could be pointed out, approximated and practices. Tactile or other clues for hand and feet placement give extra help.

continued

Figure 10 continued

Behavior

1. Tell a student when he or she does something right, even when it is a small thing.

Tips for Memorizing

1. Put into a context. Always emphasize the main point when talking about the details.
2. Repetition helps in small frequent doses. Five minutes a day will be enough for rote memorization.
3. Some pressure (for short periods of time) helps the concentration necessary for memorizing. One minute speed drills for math problems after the initial practice period drills with the student correcting his/her own answers work well.
4. A good technique for memorizing vocabulary words or spelling is to:
    a. Write the word while copying it letter by letter from a model.
    b. Count the number of letters.
    c. Write the word in syllables. Say the syllables.
    d. Cover the word and write in syllables from memory.
    e. Compare and correct.
    f. Write the word from memory.
    g. Compare and correct and start the process again if incorrect.

    This whole process takes about one minute.
5. Mnemonics are one of the best devices. They may initially take some skill and imagination on the teacher's part to make them catchy and concrete.
    a. Make up a short rhyme.
    For memorizing the "ight" words in English make up a rhyme (there is only a small number of them). "The knights like to fight in their bright armor. They might be on the right in light before the night.

    The students can do an even better job of making a catchy and silly rhyme.
    b. Have the student picture what they need to know. To remember the days of the week (when you need to do something or when something is due):

    Monday = "money" (a pile of coins and bills)
    Tuesday = dues day (picture your dues being paid)
    Wednesday = wed day (picture a bride)
    Thursday = thirsty
    Friday = fry day (this was easier when it was fish day. Picture fried fish)
    Saturday = sat day (the day you sit -- see yourself sitting)
    Sunday = sun day (picture a bright sun)

    - Notice that this technique uses rhyming and visualization. Both of these are very useful devices.

    c. Draw a picture around a mathematical formula to cover the whole formula with a pattern so that the students do not leave any part of it out.

Tips for Memorizing (cont.)

5. d. Encourage students to fantasize and let their minds wander when they are trying to remember. What does the material remind them of? A device that they come up with will be long remembered. It works better if it's suggestive or silly. In carpentry, the student will remember the flashing, hips or underlayment better if they see the term visually with its suggestive meaning. It's important to picture the term in its real meaning with the memory device attached or superimposed.
    e. Rhyming words can increase in value if they are additionally connected to the words or idea you are trying to memorize. Using the word "statue" to help a student memorize "statute" is increased if you also note that a "statute" tends to be permanent and fixed like a "statue". (For this one, the Statue of Liberty works well because it's familiar).
    f. Repeat words or directions to memorize on cassette tape. Have students play during class period a while during other tasks.

Organizing and Structuring

1. Each student should have loose leaf paper of different colors or a spiral bound notebook for each class.
2. Folder with pocket in it to hold papers from each class. (A brand name is "Duo-Tang") This can be hole punched to fit in notebook.
3. A paper calendar for the loose leaf notebook of approximately the same size as the notebook. (Banks are a good place to obtain multiple copies). Place at front of notebook.
4. A plastic pouch of pens and pencils (always have two with you) that has holes to match notebook ring binders.
5. A code reminder to indicate when an assignment is due and another for a week before it's due.

Procedural Organization

1. When giving an assignment have the class mark their calendars immediately. To reinforce its use, have them refer to it daily.
2. Set time and quantity goals for each student and grade all aspects of the assignment, quality, time usage, and quantity.
3. Contract for behavior changes and have the contract go in the notebook.
4. Assign grades via xerox checks so that students have a sense of the "real world," and have a chance to use reading and math skills. Have them keep an "account."

Adapted from Otazo, Karen. Methods the vocational or mainstreamed teacher can use to help the disabled student succeed CANHC-GRAM. Sacramento, California, California Association for Neurologically Handicapped Children. July-August, 1979. in Tindall et al., 1980, pp. 130-132.

Examples of tools and activities that can be used in teaching life skills are presented in Figures 11-18. While the tools and activities are not comprehensive and may be applicable only to certain age groups, they are included to illustrate the range of topics and variety of activities that can be used in teaching life skills to dropout prone students.

Response to a specific problem. A single alternative class can be a response to a specific problem. For example, some potential dropouts seem to have problems with mainstreamed physical education courses. Some school districts have tried to alleviate these problems by allowing independent physical education study or by offering special physical education classes.

Work-related classes. Work-related classes, often part of a work-related approach, can be considered an alternative class in many situations. Specific examples of topics appropriate for a work-related class are offered in Figure 8. The figure is presented in the previous section discussing "Work-Related Approaches" to dropout prevention in more detail.

Alternative Programs

Alternative programs consist of a sequence or group of classes which are specifically chosen or developed to meet the special needs of an identified group of students. The following are examples of some different alternative program designs.

School-Within-a-School. Some alternative programs offer the comprehensive curricula and services of an alternative school, but do so utilizing existing traditional school facilities and administration. One school district in Wisconsin has set up a school-within-a-school which offers curricula options to all students, including returning dropouts. Students can "enroll" in this school-within-a-school on a full-time, part-time, or occasional basis, supplementing the program with traditional school offerings.

Diminishing Model Programs. Students in a diminishing model program are offered more program courses and support services at the beginning of the program than they are at the end of the program. A diminishing model program attempts to "wean" the student away from the program by offering decreasing dropout prevention services while incorporating more mainstream classes.

(continued on page 65)

Figure 11

Teaching Life Skills: Tools and Activities

Autobiographical Information

(individual and group activities)

Assignment: Write, draw, tell, or act out "The Thing I Want to Change in the World Is..." (something you would change if anything were possible).

Assignment: Write about the things and persons that have influenced your plans for the future. Was it parents, friends, teachers, experiences, things you read about, things you have seen,...etc.?

Assignment: Change roles with your school counselor. What observations and advice would you give to *yourself* if you were the counselor? Develop a conversation between yourself and the counselor to be written or depicted in some manner of communication.

Assignment: Write or tell about someone you think is successful. It can be someone you know, a public figure, a character in a book, etc. Tell why you think they are successful, how you know they are successful, whether or not they see themselves as successful, how they became successful, etc.

Assignment: Write or tell about someone you think is unsuccessful. (Follow the same format as above.)

Assignment: Keep a list of the times you feel successful--where you are, what you are doing, why you feel successful, etc.

Assignment: Suppose you were a teacher of a senior studies course. The purpose of the course is to teach useful information to seniors to help them cope with day-to-day problems when they leave school. List topics and information ("knowledge") you would include in the course content. Explain how you would go about leading the class--what types of activities, experiences should be included.

Figure 12

Teaching Life Skills: Tools and Activities

Communication/Interpersonal Skills

Activity: For each of the situations described, have students role-play what they would say, how then would introduce people, etc.

- You are walking to school with two of your friends. You meet someone you know, but she doesn't know the two friends you are with.
- You walk into an office for an interview. You see that one of your friends is working there in the reception room.
- You are at a basketball game with your father. One of your teachers comes over to talk to you.
- You and your date stop for a pizza. You run into one of your friends. You don't know your friend's date and your dates don't know each other.
- You are in a store with your mother. Your supervisor at your work site walks over.

Activity:

Have two students act out the right and wrong uses of the telephone.

Have students talk about what bothers them when they are talking on the phone.

Figure 13

Teaching LIfe Skills: Tools and Activities

Personal Behavior

Student Worksheet

Some things we do are good for us. Other things we do are bad for us. Put a ✓in the "good for me" column if you think this is something that is good for you to do. Put a ✓in the "bad for me" column if you think it is bad for you to do this.

	Good for me	Bad for me
1. Getting up at the same time each day.		
2. Eating one meal a day.		
3. Getting to school on time.		
4. Leaving my homework in my locker (not taking it to class).		
5. Washing my hair every other day.		
6. Buying clothes that are on sale.		
7. Watching TV instead of going to school.		
8. Turning off lights when I leave a room.		
9. Leaving my clothes lay around the house/apartment.		
10. Gossiping about my friends.		
11. Reading the newspaper.		

Pick one of the things that is good for you. Talk about how you can continue or start this behavior.

Figure 14

Teaching Life Skills: Tools and Activities

Responsibility/Motivation

Assignment: One of the major problems facing employers today is trying to motivate employees to do their best work. Think about the job you have or one you looking for. List four ways your employer (or future employer) could motivate you to do your best work.

Figure 15

Teaching Life Skills: Tools and Activities

Consumerism

Assignment: Select a television commercial or a magazine advertisement. Describe the TV commercial or attach the magazine advertisement. Tell what the advertiser is "saying" or "doing" that would make you want to buy the product. What feelings or senses is the advertiser appealing to?

Assignment: Find out the prices, warranties, etc., for the same item in four different stores. Where should you purchase the item? Why?

Figure 16

Teaching Life Skills: Tools and Activities

Career Awareness

Assignment: List all the community workers you can think of on paper. Write a paragraph about one of the workers telling why or why not you would want that particular job.

Activity: Have students classify different jobs by various clusters (jobs that are dangerous, easy, hard, involve people, involve animals, take place indoors/outdoors, etc.)

Activity: Have students collect information about occupations and careers which are especially interesting to them. Keep the information in a "Career Notebook." Collected information might include how to look for those types of jobs, people they could talk to to find out more information about the job, qualifications, etc.

Activity: Have persons from various careers talk to the students about their jobs during class or group meetings. Discussion topics might include job satisfaction/dissatisfaction, duties, working conditions, advancement possibilities, training, and wages.

Activity: Have students develop displays of various jobs, products, employers, etc. (regional, state, or local). This might involve borrowing tools, merchandise, etc. from local companies or businesses.

Figure 17

Teaching Life Skills: Tools and Activities

Employability Skills

Activity: Have students look through newspapers and select all the jobs they might be interested in at this time. Have them develop letters of application, resumes, etc., and conduct mock interviews for the job.

Activity: Interview practice sessions:

a. conduct role-playing interviews with students, counselors, teachers, former students, etc.

b. invite an employer or personnel officer to the class to explain interview procedures and to conduct practice interviews with the students (these interviews should then be critiqued by the class or interviewer).

c. listen to tapes of interviews and critique them

Activity: Develop a bulletin board or special area where job orders and information are posted.

Figure 18

Teaching Life Skills: Tools and Activities

Employability Skills - Student Worksheet

Looking at a Job

Job Title: ______________________________

Employer: ____________________ Address: ____________________

____

1. How many people are currently employed in this position at this firm?

2. Describe the tasks performed by the employee in this job?

   1)
   2)
   3)
   4)
   5)
   6)
   7)
   8)

3. How many hours a day does the employee work at this job? ____________

4. Describe the working conditions (hot, dusty, clean, noisy, etc.)?

5. What training is required for the job?

   a. Less than a high school education
   b. High school graduate
   c. Special training (specify ______________)
   d. Apprenticeship
   e. College education Major: ____________________
   f. Trained by employer on-the-job
   g. Other (describe) ____________________

6. Is union membership required? yes ________ no ________

7. Are any physical abilities required to perform this job (able to stand for four hours, lift 50 pound boxes, etc.)?

8. What is the salary range for this job?

9. If workers are promoted, to what jobs are they promoted?

10. Should you consider this job? Why or why not?

Increasing Model Program. As a student progresses in an increasing model program, he or she is offered increasing options and alternatives. Traditional high school curricula are often built on such a model, as many require foundation courses for freshmen and sophomores, and allow juniors and seniors more flexibility.

Specific Population Programs. Some alternative programs are designed for the special needs of a specific group of potential dropouts (e.g., school age parents, truants).

High School Equivalency Programs. Some students are so far behind in their school work that high school graduation seems unlikely (e.g., the junior who has earned only two credits). Some schools offer alternative programs that aim to help these students gain life skills, begin work, and prepare for a high school equivalency diploma. A few school districts in Wisconsin have developed high school equivalency programs in cooperation with the local vocational/technical school.

Single Grade Alternative Programs. An alternative program may provide alternative courses and special support services that focus on a single grade. This is especially appropriate if a needs assessment indicates that the demands of a particular grade level seem to be especially troublesome to potential dropouts. Single grade programs are often designed to ease the transition from elementary school to junior high or from junior high to senior high school.

Separate Site Alternative Programs. Alternative programs housed off-campus are very similar to alternative schools except they operate under the administration of a parent school and usually offer the same diploma as the parent school. Separate site alternative programs usually utilize special program staff and offer their own support services. Separate site programs are usually very comprehensive, offering most of the credits required for the specified school year or for graduation.

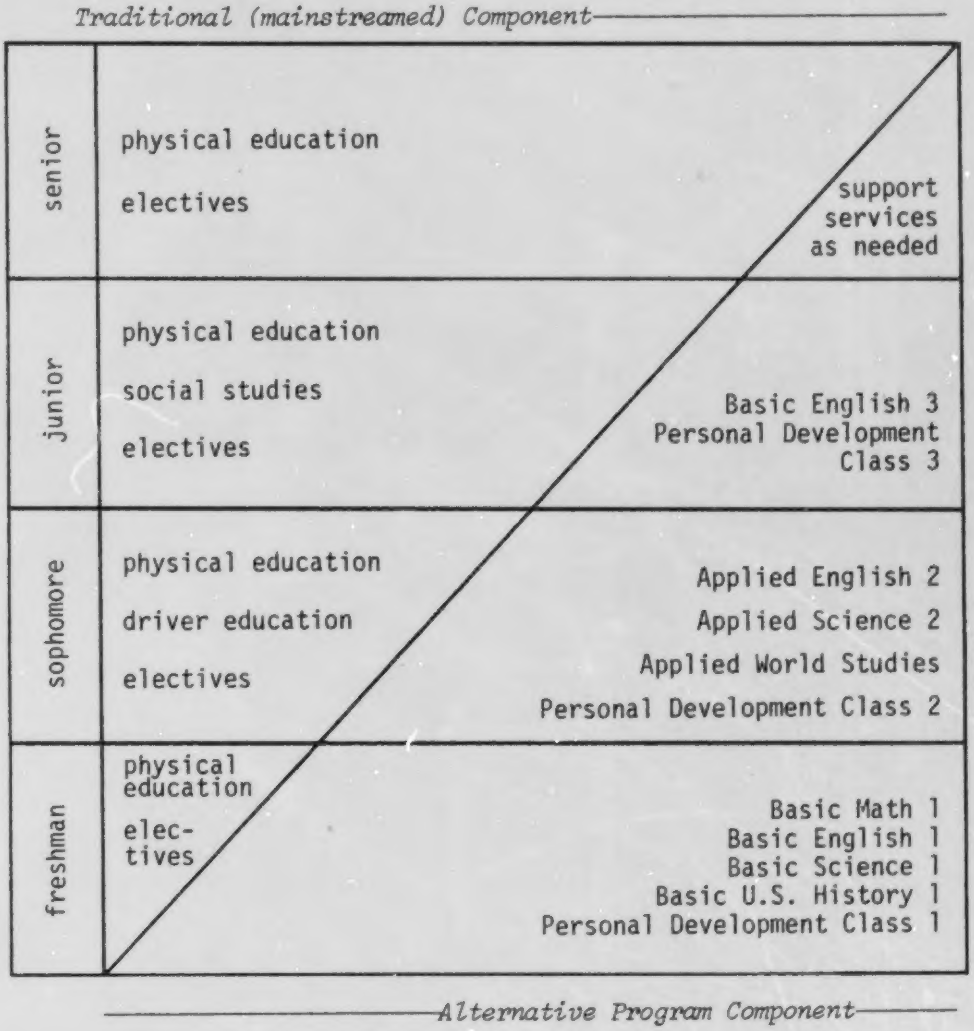
Alternative Schedule Alternative Programs. Some alternative programs mirror traditional school offerings, except they are arranged on an alternative schedule (e.g., night schools, half-day programs).

Programs as an Undesirable Alternative. Some programs are presented to the student as an undesirable alternative to traditional school. A truant, for example, might be required to attend night school or a Saturday program. The goal of the program might be to control some negative behaviors and then re-mainstream the student as quickly as possible.

Figure 19 presents an example of how a 9-12 alternative program could be designed. This program is based on a diminishing model which incorporates an increasing amount of mainstreamed (traditional) work as the student progresses from freshman to senior year. As shown, most of the required courses for graduation are offered as program (alterna-

Figure 19

Example of a Diminishing Model Alternative Program *


Traditional (mainstreamed) Component
senior
physical education
electives
support services as needed
junior
physical education
social studies
electives
Basic English 3
Personal Development Class 3
sophomore
physical education
driver education
electives
Applied English 2
Applied Science 2
Applied World Studies
Personal Development Class 2
freshman
physical education
electives
Basic Math 1
Basic English 1
Basic Science 1
Basic U.S. History 1
Personal Development Class 1
Alternative Program Component

*Adapted from: PRIDE: Personalized, relevant, individualized, developmental, education. Oshkosh, WI: Oshkosh Area School District, 1979.

tive) courses. Three types of alternative classes are utilized. The "basic" courses are considered remedial or basic skill alternative classes while "applied" courses stress practical application skills. The personal development class is an alternative class for program participants which emphasizes affective education.

Alternative Schools

Alternative schools constitute a more comprehensive version of alternative programs. Alternative schools usually have their own facilities, administration, staff, and support personnel. Most, but not all, alternative schools are academically accredited and award their own diplomas. The Carnegie Foundation for the Advancement of Teaching (1979) cites a definition of alternative schools, proposed by Smith, which defines alternative schools as "any school that provides alternative learning experiences to those provided by conventional schools within its community and that is available by choice to every family within its community at no extra cost" (Smith, 1974, pp. 14-15).

The generic term "alternative school" usually conjures up an image of a non-traditional school. What is considered non-traditional, however, can vary radically.

> In this educational smorgasbord, there seems to be something for everyone: a school where students learn nothing but the basics, a school where students pursue subjects as exotic as 'Vietnamese Culture' and a school where the speciality is moral education. There's a school where students attend at the urgings of conservative parents and a school to which students are referred by the courts. There is a school without walls and another disguised as a sandwich shop. (Lipman, 1978, p. 33).

Alternative schools vary in their mission regarding potential dropouts. Some alternative schools are designed for a specific population (e.g., potential dropouts, truants, gifted students, disruptive students) while others are geared to a heterogeneous population, of which potential dropouts may be a part. Figure 20 describes some types of alternative schools more fully.

Figure 20

Examples of Alternative Schools*

Open schools, in which activities are individualized and organized around interest centers within the classroom or building.

Schools without walls, in which learning activities are carried on throughout the community--in art museums, courts, houses, social service agencies, and so on.

Learning centers, which seek to develop distinctive programs often with a specialized orientation, and which are available to all students in the community. These include magnet schools, educational parks, career-education centers, and technical high schools. An alternative school geared to musically gifted students would be an example of this type.

Continuation schools, which provide learning opportunities for students whose education in the conventional school has been (or might be) interrupted. These include dropout centers, reentry programs, pregnancy-maternity centers, and street academies.

Multicultural schools, which emphasize cultural pluralism and usually serve a multicultural student body. Bilingual schools with optional enrollment are included in this group.

Free schools, which emphasize greater freedom (in terms of rules and choices) for students and teachers than do conventional schools. Most free schools are private, but a few are available by choice within public systems.

Community-controlled schools, where a group of parents organizes and has power over teacher selection, evaluation of teachers, curriculum, and finances.

---

*Adapted from: The Carnegie Foundation for the Advancement of Teaching. Giving youth a better chance. Options for education, work, and service. San Francisco: Jossey-Bass, Inc., 1979, p. 154-155.

Figure 21 lists some of the options available at one acredited alternative high school that serves a heterogenous population which includes potential dropouts. These options represent some of the choices alternative schools might offer.

Figure 21

Examples of Possible Alternative School Options*

1. Self-scheduling - students choose their time of attendance and the classes they wish to take. Classes are offered between the hours of 8 a.m. and 9 p.m. during the school week.
2. Open Campus - Students choose what to do during their unscheduled time. There are no hall passes and no area of the building is "off limits" to the students.
3. Work Experience - Students may earn up to two credits in their second and third year of high school if they are employed for a minimum of fifteen hours per week and are enrolled in the work experience program.
4. Credit-on-Credit - Students may take courses at identified post-secondary institutions (e.g., University, Vocational-Technical school)
5. Community Involvement Program - Students may participate in a competency-based, interdisciplinary, community involvement program. Each student has a teacher coordinator to help design a program of study.
6. Teacher Advisor System - Every student chooses a teacher to be an educational advisor. The principal and the counselors are teacher advisors along with the full teaching staff. TA meetings are called when needed. The teacher advisors assist students with their scheduling, recording their credits earned, and any problems which the students would like to discuss with their TA.
7. Open Labs - Many areas of the school are run on an open lab basis. The students have a time requirement and an assignment requirement per week and the students may fulfill these requirements at any time the labs are open. Students work in the labs on a personalized prescription basis. Math, science, home economics, language arts, business education, and art are currently offering open labs.

(continued)

Figure 21 (continued)

8. Food Service - Under the direction of a teacher, the students plan the menu, buy the food, prepare the food, and serve the food to the other students of the school.
9. Independent Physical Education - Students may receive credit for physical education when they are outside the school building. The activity granting credit must be one involving physical exercise under the supervision of an adult. For example, one game of bowling is equivalent to one period of P.E. class.
10. Independent Study - Students may work independently under the direction of an Independent Study Director. Students may earn from 1/4 credit to a full semester's credit depending on their independent study project.
11. Dual Enrollment - A student may be enrolled full-time at the alternative school and also enroll in some classes at their district high school.
12. Grading Options - Students may choose to be graded by A, B, C, D, or N (No Credit) or P/N for Pass/No Credit. Some classes have only P/N for grades.

---

*Adapted from: Ruether Alternative High School: 1978-1979 annual report. Kenosha, WI: Kenosha Unified School District No. 1, 1979, p. 36-37.

Alternative Curriculum Techniques/Activities

Alternative curricula are often characterized by the use of innovative instructional techniques and activities. Some of these which can be utilized as part of an alternative class, program, or school are presented in the following summaries. It should be noted, however, that the use of these instructional techniques is not limited to alternative approaches. All of these techniques have also been incorporated into mainstreamed classrooms.

Competency Based Learning. In competency based learning, specific instructional objectives are developed and a level of mastery is defined. For example, to achieve mastery in a history unit, a student might be required to achieve a score of 80% or higher on a test based on unit objectives. If a student does not achieve mastery, the student is re-taught using a variety of instructional styles (e.g., extra reading, tutoring, viewing a film), until the student masters the objectives.

Individually Guided Education (IGE). Individually guided education begins instruction at or a little below a student's current level of competence. Teachers use instructional media and a variety of reading and performance levels to individualize instruction.

Independent Study/Contracting. A student can earn credit or partial credit for studying a topic on his or her own initiative. A student will usually develop a contract with a cooperating teacher which outlines what is to be done, the timeline, and evaluation methods. Independent study can offer the gifted student a chance to do in-depth study and can give an alienated student an opportunity to study a subject he or she considers relevant.

Block Scheduling. A group of students can be scheduled into the same classes together. One school district in Wisconsin schedules a group of potential dropouts into the same freshman courses together. In this way they intend to encourage the development of a support group between the students. Block scheduling can also refer to the practice of extending the length of some courses (e.g., a 90 minute distributive education class) to encourage in-depth study or to allow for more complicated projects.

Interdisciplinary Instruction. Some potential dropouts find it difficult to appreciate the relationships and the interconnections among subject areas. Interdisciplinary instruction can respond to this need by combining the objectives of two or more subjects into one interdisciplinary class. A math/social studies course, for example, may teach math and consummerism through math story problems which ask the student to determine the "best buy."

Community Studies. Community studies help elementary, junior, and/or senior high students relate their school work to the community at large. Elementary students can be motivated by a trip to an airport to write related stories or report on interviews with airport personnel. A senior high student can learn about conservation by observing a game warden at work or by conducting ecology experiments around a marsh.

Team Teaching. Team teaching is often utilized in dropout prevention efforts. A team of teachers has the opportunity to pool ideas and resources, develop an interdisciplinary approach, and serve as a support group for each other. A team of teachers may also be better able to provide more individualized instruction and attention to students.

Instructional Media. The use of instructional media (e.g., film, records, videotapes) and instructional machines (e.g., computers, reading machines) are used for a variety of reasons. The use of instructional media can help a teacher individualize instruction, supplement instruction, appeal to students with a variety of learning styles, provide feedback, and offer reinforcement. Videotape allows students to immediately observe their own behavior and performance. Students with low reading ability can supplement textbook instruction with coordinated media. The novelty of some instructional media can also motivate students. For example, it is not necessary to use teaching machines to teach reading, yet in some cases a teaching machine can entice a student to practice reading skills.

Possible Advantages of Alternative Curriculum Approaches

Alternative Classes

- Alternative classes often have the advantage(s) of more time, flexibility, and/or a lower student/teacher ratio. As a result, alternative classes have the potential to promote developmental growth, address different ability levels, and/or present a more relevant and practical curriculum.
- Alternative classes can give a student a chance to succeed or help a student see the relevance of studies to life. This can motivate a student to perform well in all classes, not only in the alternative class.
- An alternative class, program, or school often has the flexibility to incorporate a variety of instructional techniques (e.g., individualized instruction, instructional media).
- Alternative classes stressing affective education can be considered preventive efforts, because they help students prepare for developmental tasks and/or learn how to avoid problems.

Alternative Programs

- Alternative programs can give students a sense of community. For part of the day the students are in classes with others having similar needs and with teachers who care especially for them.
- An alternative program can permit experimentation with innovative curricula and techniques which might be difficult to implement on a school-wide basis.
- An alternative program can match potential dropouts with the staff who have the ability and the desire to work with them and who can communicate the "I care" attitude which is fundamental to dropout prevention efforts.

- High school equivalency alternative programs may be an appropriate last resort for the student whose only other practical option is to drop out.

- Alternative programs can be designed for specific groups of students (e.g., truants, school age parents, slow learners); and thus can respond directly to their needs.

Alternative Schools

- An alternative school that is physically separated from the traditional school can remove the student from a school environment that he or she has associated with failure. Beginning in a new mileau might be an important first step toward completing school.

- In most alternative schools, potential dropouts are less likely to be labeled as deviants. Within a traditional school setting, potential dropouts can be compared unfavorably with the school norm. In alternative schools, however, where the non-traditional student is probably the norm, the inclination to compare and label tends to be reduced.

- Alternative schools often feature relaxed rules which can appeal to potential dropouts who are willing to learn but are unwilling to conform to regulations that they see as having little relevance to educational objectives.

- Alternative schools have a special advantage because most often they are not required to keep a student. The alternative school can insist the student perform or return to the traditional school. Students can view an alternative school or program as their last chance. This can be an impetus to participate fully.

Potential Limitations of Alternative Curriculum Approaches

- An alternative curriculum approach (class, program, or school) can be expensive as it often requires special materials, staff, and/or facilities.

- An alternative class often features a lower student/teacher ratio which can be costly and create bad feelings among other staff who face even larger classes as a result.

- It is difficult to design an alternative approach that is truly equivalent to traditional school objectives. Some alternative programs are seen as caretaking services that aim to keep difficult students out of trouble and amused.

- Like all approaches, an alternative curriculum approach cannot meet all needs. The student with emotional problems, for example, may not need, nor benefit from, remedial courses.

- An alternative program, especially one which block schedules a group of students, can be subjected to negative labeling. A student who is part of the program can easily be identified as one of the troublemakers or some other type of school deviant.

- Alternative classes that address a specific group (e.g., slow learners) can offer a chance for success in a non-competitive atmosphere. On the other hand, a homogeneous class limits the opportunity for students to learn from other students who might serve as positive role models.

- Self-development alternative classes, or alternative classes emphasizing affective education, can be dangerous in the hands of the "wrong teacher." When dealing with feelings, attitudes, and values, there are ethical and emotional issues to consider. A self-development class can deteriorate into a meaningless play time, or worse, can be destructive and ego-damaging.

Parent Involvement Approaches

Involving parents in dropout prevention is one part of the larger picture of involving parents in our schools. Parental involvement can take on many and varied forms. The involvement may be of primary importance (e.g., extensive home visits, parents as tutors) or as a supporting service (parental permission, conferences) to the dropout prevention effort.

Due to the potential role parents can have in helping youth stay in school, a separate section has been developed to more completely discuss parent involvement. The reader is referred to the separate section entitled *Involving Parents in Dropout Prevention* for an extensive examination of parent involvement. The discussion includes such topics as assessing the climate for parent involvement, the potential benefits and limitations of parent involvement, parents as partners/resources in education, and parents as learners.

Student-Centered Approaches

The need to focus on the individual student when addressing a program for K-12 dropout prevention is consistent with the philosophy that dropout prevention efforts should be student centered. Student-centered implies that:

- individual needs be the focal point of efforts,
- individual differences be respected, and
- individual goals for cognitive and affective growth be a priority.

Because of the importance of designing dropout prevention efforts around the needs of the student, a separate section has been devoted to address this approach. The reader is referred to the section entitled *Focusing on the Individual* for an in-depth look at the role the individual student plays in dropout prevention activities. In addition to offering a variety of assessment instruments that can be used as a base for developing tools to be used at the local level, the section discusses such topics as characteristics of potential dropouts, individual assessment, communicating with the student, learning styles, referral of students to a dropout prevention efforts, and selection of students for a dropout prevention program/activity.

References Cited

Brief description of various types of programs. LVEC Bulletin, (No. 6-23), March 1976, 1-2.

Bureau for Career and Manpower Development. WECEP curriculum guide. Madison, WI: Wisconsin Department of Public Instruction, Division of Instructional Services, 1978.

The Carnegie Foundation for the Advancement of Teaching. Giving youth a better chance. Options for education, work, and service. San Francisco: Jossey-Bass Publishers, 1979.

Cloward, R.D. Teenagers as tutors of academically low achieving children: Impact on tutors and tutees. In V.L. Allen (Ed.). Children as teachers. Theory and research on tutoring. New York: Academic Press, 1976.

Dropout prevention programs in the schools of California: A report to the California legislature as required by education code section 6499.57. Sacramento, CA: State Board of Education, 1976. (ERIC Document Reproduction Service No. ED 139-067)

Employment and earnings: January, 1980 (volume 27, No. 1). Washington, D.C.: United States Department of Labor, Bureau of Labor Statistics, 1980.

Experienced-based career education: The community is the teacher. Fond du Lac, WI: Fond du Lac School District, n.d.

Guidelines for the establishment of WECEP programs in Wisconsin (Bulletin No. 9026). Madison, WI: Department of Public Instruction, Bureau for Career and Manpower Development, 1977.

Henry, S.D., & Kilmann, P.R. Student counseling groups in senior high school settings: An evaluation of outcome. Journal of School Psychology, 1979, 17(1), 27-45.

Johnson, R.L., & Salmon, S.J. Caring and counseling--Shared tasks in advisement schools. Personnel and Guidance Journal, 1979, 57(9), 474-477.

Johnson, R.W. Can schools cope with the chronically disruptive student? NASSP Bulletin, September 1979, pp. 10-15.

Liazos, A. School, alienation and delinquency. Crime and Delinquency, 1978, 24(3), 355-370.

Lipman, V, The alternative school capital of the world. American Education, December 1978, 33-36.

Mason, R.E., & Haines, P.G. *Cooperative occupational education and work experience in the curriculum.* Danville, IL: The Interstate Printers and Publishers, Inc., 1976.

Miller, S.M. Dropouts: A political problem. *Integrated Education*, 1963, *1*(4), 32-40.

Novak, J., & Dougherty, B. (Eds.). *Dropout prevention in Wisconsin--Volume I, A review of programs and activities.* Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Ohlsen, M.M. *Group counseling* (2nd ed.). New York: Holt, Rinehart and Winston, 1977.

Otazo, K. Methods the vocational or mainstreamed teacher can use to help the disabled student succeed *CANHC-GRAM*. Sacramento, CA:, California Association for Neurologically Handicapped Children. July-August, 1979.

Porter, O.L. Contracted school: An instrument of educational change. *The Journal of Negro Education*, 1971, *40*(3), 233-239.

PRIDE: Personalized, relevant, individualized, developmental, education. Oshkosh, WI: Oshkosh Area School District, 1979.

Ruether Alternative High School: 1978-1979 annual report. Kenosha, WI: Kenosha Unified School District No. 1, 1979.

Shafer, W.E. Deviance in the public school: An interactional view. In E.J. Thomas (Ed.). *Behavioral science for social workers*. New York: The Free Press, 1967.

Smith, V.H. *Alternative schools: The development of options in public education*. Lincoln, NB: Professional Educators Publications, 1974.

Suggested guidelines for implementing work experience programs, school work training programs, work study programs (Bulletin No. 6902). Madison, WI: Department of Public Instruction, 1976.

Tindall, L., Gugerty, J., Crowley, C., Getzel, E., Salin, J., & Fessenden, P. *Puzzled about educating special needs students?* Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980.

Voss, H.L., Wendling, A., & Elliott, D.S. Some types of high school dropouts. In R.E. Grinder (Ed.). *Studies in adolescence* (2nd ed.). London: McMillan Co., 1969.

Weiss, H.G. & Weiss, M.S. *A survival manual; case studies and suggestions for the learning disabled teenager*. Great Barington, MA: Treehouse Associates, 1976.

Wolf, B.P. So you want to be a work experience coordinator, are you sure you have that kind of dedication? _American Vocational Journal_, 1978, _53_(5), 66-67.

Additional References

Allen, V.L. (Ed.). Children as teachers. Theory and research on tutoring. New York: Academic Press, 1976.

Alternative school proposal I. Cedarburg, WI: Cedarburg High School, 1976.

Bechtal, W.M. Individualizing instruction and keeping your sanity. Chicago: Follett Publishing Company, 1973.

Block, J.H., & Anderson, L.W. Mastery learning in classroom instruction. New York: McMillan Publishing Co., 1973.

Bloom, B.S. New views of the learner: Implications for instruction and curriculum. Educational Leadership, 1978, 35(7), 563-576.

Brammer, L.M. The helping relationship; processes and skills. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Briscoe, J. Independent study for the "tuned out". Adolescence, 1977, 12(48), 529-532.

Busch Parsons, L. A systematic approach to mastery group instruction. Educational Technology, 1978, 18(7), 23-27.

Carlson, J.S. Youth: Transition to adulthood. Report of the panel on youth of the president's science advisory committee. Chicago: University of Chicago Press, 1974.

Catterall, C.D. Facilitating staff involvement in implementing appropriate interventions. Canadian Counselor, 1978, 12(2), 95-98.

Catterall, C.D., & Gazda, G.M. Strategies for helping students. Springfield, IL: Charles C. Thomas, 1978.

Cervantes, L.F. The dropout: Causes and cures. Ann Arbor, MI: University of Michigan Press, 1966.

Cowen, E.L. Nonprofessional human-service helping programs for young children. In V.L. Allen (Ed.). Children as teachers. Theory and research on tutoring. New York: Academic Press, 1976.

Dinkmeyer, D., & McKay, G.D. Raising a responsible child. New York: Simon and Schuster, 1973.

Dinkmeyer, D., & McKay, G.D. STEP: Systematic training for effective parenting. Circle Pines, MN: American Guidance Service, Inc., 1976.

Experience Based Education, Lincoln, NE: Lincoln Public Schools, 1974

Experienced based career education (4 vols.). Fond du Lac, WI: Fond du Lac Public Schools, 1978.

Glasser, W. Reality therapy. New York: Harper & Row, 1965.

Glasser, W. Schools without failure. New York: Harper & Row, 1969.

Glasser, W., & Zunin, L.M. Reality therapy. In R. Corsini (Ed.). Current psychotherapies. Itasca, IL: F.E. Peacock Publishers, Inc., 1973.

Gross, R.A., & Hirt, J. Group counseling for parents increased positive communication. NASSP Bulletin, May 1979, pp. 125-129.

Grossman, J. This school means what it says. American Education. November 1978, pp.6-12.

Hackney, H., & Nye, S. Counseling strategies and objectives. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Handy reference guide to the fair labor standards act (WH Publication 1282). Washington, D.C.: United States Department of Labor, Employment Standards Administration, Wage and Hour Division, 1978

Johnston, L.D., & Bachman, J.G. Educational institutions. In J.F. Adams (Ed.). Understanding adolescence. Boston, MA: McMillan Co., 1976.

Krumboltz, J.D., & Thoresen, C.E. (Eds.). Behavioral counseling: Cases and techniques. New York: Holt, Rinehart, and Winston, 1969.

Marion, R. Minority parent involvement in the IEP process: A systematic model approach. Focus on Exceptional Children, 1979, 10(5), 1-15.

McCandless, B.R. Adolescents: Behavior and development. Hinsdale, IL: The Dryden Press, 1970.

Melaragno, R.J. The tutorial community. In V.L. Allen (Ed.). Children as teachers. Theory and research on tutoring. New York: Academic Press, 1976.

Mertens, W.J. Review of some dropout research and literature. Washington, D.C.: Office of Education, 1972. (ERIC Document Reproduction Service No. ED 116-103)

Murrow, C. The classroom goes to town. The National Elementary Principal, 1979, 58(4), 21-24.

Oconomowoc Central teacher's handbook. Oconomowoc, WI: Oconomowoc Area School District, n.d.

Paris, K.A. WECEP: An alternative to dropping out. The Wisconsin Vocational Educator, 1977, 2(1), 3-4.

Patterson, C.H. Humanistic education. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Pentry, R.C. Reading ability and high school dropouts. The Educational Digest, 1960, 25(5), 1-3.

Retzke, R. Project discovery: Model of an educational alternative for dropout prevention. Final report: Curriculum guidelines and activities. Milwaukee, WI: Motivation to Learn, Inc., 1977.

Ringness, T.A. The affective domain in education. Boston, MA: Little, Brown and Co., 1975.

Rogers, C.R. On becoming a person. A therapist's review of psychotherapy. Boston, MA: Houghton Mifflin Co., 1961.

Sweeney, T.J., & Moses, M.D. A parent education topical bibliography. The School Counselor, 1979, 26 (4), 255-263.

Thompson, J. Project SAIL: An evaluation of a dropout prevention program. Hopkins, MN: s.n., 1978. (ERIC Document Reproduction Service No. ED 156-934)

Title I--Elementary and secondary education act: Questions and answers [HEW Publication No. (OE) 79-01043]. Washington, D.C.: United States Government Printing Office, 1979.

1979-80 Title I ESEA coordinators. An unpublished handout developed by the Wisconsin Department of Public Instruction; Madison, WI, n.d.

Vicary, J.R., Swisher, J.D., & Campbell, R.C. One school's approach to planning for affective education. Humanist Educator, 1977, 15 (4), 193-202.

Von Harrison, G. Structured tutoring: Antidote for low achievement. In V.L. Allen (Ed.). Children as teachers. Theory and research on tutoring. New York: Academic Press, 1976.

Warner, R.W., Jr. Research in counseling; consulting with parents. Personnel and Guidance Journal, 1974, 53 (1), 68-70.

Washington, K.R. Helping urban adolescents develop positive self-concepts. Journal of Non-White Concerns, 1976, 4 (2), 77-82.

Work education: What is it and how do I get involved? Tucson, AZ: Pima County Developmental Career Guidance Project, 1975. (ERIC Document Reproduction Service No. ED 114-610)

Working with parents. Washington, D.C.: National School Public Relations Association, 1968.

Yates, J.B. A new alternative school: CEEC. *The Clearinghouse*, 1979, *52*, 265-271.

Establishing Staff Roles and Staffing Patterns in Dropout Prevention

Barbara Dougherty
Roger Klumb

Establishing Staff Roles and Staffing Patterns in Dropout Prevention

Staffing is probably one of the most important considerations in the design of dropout prevention efforts. Dropout prevention program coordinators/directors often suggest that dropout prevention staff is key to the program's success (Novak & Dougherty, 1979). Indeed, one of the problems in replicating another school system's dropout prevention effort is that the success of the effort is extremely dependent upon the personal characteristics of the staff who run the program or activity.

This section will focus on four areas relating to staff: 1) the role of the regular classroom staff, 2) the characteristics of the ideal staff person, 3) common staff patterns, and 4) the process and procedures of staffing a prevention effort.

Role of Regular Classroom Staff

Regular classroom teachers at all levels (K-12) can fulfill a major role in dropout prevention. Studies suggest that dropout prevention can begin in the school as early as the first or second grade (Novak & Dougherty, 1979). Through early identification by classroom teachers, students who exhibit characteristics that lead to dropping out of school can be helped by some type of intervention activity. Intervention, then, occurs before the need to participate in a specific prevention program is apparant or an irretrievable situation exists.

Generally speaking, identifiable characteristics of potential dropouts fall within broad areas such as poor mastery of basic skills, low self-esteem, and inadequate socialization skills. Some specific bahaviors common to a student's dropping out of school include high absenteeism/truancy/tardiness, poor grades, limited or non-participation in extracurricular activities, and a student's inability to relate to authority figures. (For a more complete listing and discussion of these characteristics/behaviors, see *Focusing on the Individual*.)

Through awareness of such indicators, the regular classroom teacher (K-12) can greatly affect keeping students in school by identifying these potential students when early warning signs are first apparent. At this early stage, teachers can then initiate some type of action, remedial or otherwise, and, when necessary, refer the student to the appropriate resources available in the school and community. It is noted that education researchers report that when students feel their teachers are treating them with consideration, fairness, and respect, they not only learn more, but miss fewer days of school (Neill, 1979).

Communication between the regular classroom staff and the dropout prevention staff is vital (Novak & Dougherty, 1979). This communication may take the form of regular classroom teachers participating in the referral process of a school's dropout prevention program/activity. Another example is having regular classroom teachers assist in the design of the curricula for the program. Teachers serving as members of the program's advisory committee is another means. Regular teaching staff at McFarland High School (Wisconsin) participate in the formal assessment process of their school's dropout prevention activity, the Alternative Learning Program. This assessment focuses on the regular classroom teacher's perceptions and knowledge relative to the dropout prevention program and provides data for identifying areas for further emphasis in the coming year. Efforts such as these can contribute not only to a program's/activity's overall acceptance in the school, but also to its effectiveness.

Characteristics of the Ideal Staff Member

The characteristics of an ideal teacher read like the prerequisites of "sainthood." Program coordinators/directors of dropout prevention programs often realistically suggest, however, that teachers working with potential dropouts must be closer to the ideal than most other teachers in order to be successful. The characteristics presented in Figure 1 can be considered a composite list describing the ideal teacher, which, for our purposes, can also describe the characteristics desired in dropout prevention teaching staff.

The first phase of this study included on-site visits to 25 dropout prevention programs in Wisconsin to interview school administrators and program personnel. Some of their responses relative to staffing are summarized in the following discussion. For a more complete description of the date gathered, see *Looking at Dropout Prevention: An Overview* or

Figure 1

Characteristics of an Ideal Teacher

Intellectual Stimulation

1. The teacher inspires the students to seek more knowledge.
2. The teacher is an exciting, vibrant person.
3. The teacher is enthusiastic.
4. The teacher sustains pupil attention and response with activities appropriate to the various pupil levels.
5. The teacher makes classwork interesting.
6. The teacher and pupils share in the enjoyment of humorous situations.

Desirable Out-of-Class Behavior

1. The teacher is a good team worker.
2. The teacher strives for improvement through positive participation in professional growth activities.
3. The teacher assumes responsibilities outside the classroom as they relate to school.
4. The teacher is committed to the primary goal of assisting pupil growth.
5. The teacher utilizes community resources in instruction.
6. The teacher effectively reports pupil progress to parents.

Productive Teaching Techniques

1. The teacher uses probing questions for understanding of concepts and relationships and for feedback to the teacher.
2. The teacher uses student ideas in instruction.
3. The teacher uses structuring comments, such as examples to serve as "advance organizers."
4. The teacher explains things well, puts ideas across logically and in an orderly way.
5. The teacher uses varied teaching strategies and materials that stimulate student learning.
6. The teacher provides opportunities for pupils to learn material on which they will later be tested.

Positive Interpersonal Relations

1. The teacher shows respect for pupils.
2. The teacher is tolerant of students whose ideas differ from his/hers.
3. The teacher uses supportive criticism rather than blame, shame or sarcasm.
4. The teacher is readily available to students.
5. The teacher is fair, impartial and objective in treatment of pupils.

(continued)

Figure 1 (continued)

6. The teacher provides opportunities for all pupils to experience success.

Organized/Structured Class Management

1. The teacher constantly monitors pupil progress and adjusts the pace accordingly.
2. The teacher presents material in a well organized fashion in order to use class time efficiently.
3. The teacher has well defined objectives for pupils and works toward them.
4. The teacher uses pupil assignments that are relevant and sufficient for indepth learning.
5. The teacher is businesslike and task-oriented in behavior.
6. The teacher keeps the "difficulty level of instruction" appropriate for each individual.

Taken from Gudridge, 1980, p. 37.

Dropout Prevention in Wisconsin--Volume I: A Review of Programs and Activities, (Novak & Dougherty, 1979).

Personal characteristics. Dropout prevention personnel should be people/child oriented, understanding, patient, enthusiastic, and possess a good sense of humor. It is suggested that it helps to have outside interests (e.g., photography, gardening), not only for the release these interests can offer, but because the interests can be tapped for instructional purposes. Dropout prevention staff might also need to tap their leadership capabilities to inspire support for the program.

In addition, program personnel suggest that staff working in dropout prevention should have a strong sense of personal values and have a good self-concept. Often the rewards of working in dropout prevention are not immediately apparent.

Relationship with students. Program personnel often commented that in order to work well in a dropout prevention effort, staff need to like students, care about them, and be interested in more than their academic lives. Program staff need to be able to continue to like the student even when they cannot accept his or her behavior. They need to hold high expectations for their students while being flexible enough to listen and compromise.

Professional preparation. The program directors were almost unanimous in their feelings that the academic preparation of dropout prevention staff is not as important to their success as their ability to teach, relate to young people, and draw on inner resources. "Good" dropout prevention personnel have been drawn from counseling, reading, elementary education, adult education, vocational education, and all academic backgrounds (e.g., history and math). One interesting use of backgrounds was to staff a high school remedial program with people who have elementary and adult basic education backgrounds. It is felt that these perspectives aid staff in developing interdisciplinary remedial materials.

Teaching ability. The dropout prevention staff person must be an above average teacher, possessing many of the characteristics found in Figure 1. One program staff member noted that staff must be able to seize the instructional moment. For example, if the students show an interest in airplanes, then that interest can be used to spark a discussion about the properties of flight. The teacher must know when to deviate from the lesson plan of the day to stimulate interest or meet student needs (e.g., time might be necessary to talk through a problem). Being firm but fair isn't always easy, but it seems to be especially important in dropout prevention efforts.

Staffing Patterns

Staffing patterns for dropout prevention efforts will reflect program objectives and approaches, school system needs and resources, and the school system's social and political climate. All of the school staff should be accounted for in the overall staffing pattern so that the program activities can be coordinated and that the program objectives can be achieved. There are, however, some general types of staffing patterns that seem to be commonly used for dropout prevention efforts. These include plans for individual staff members, various types of team-teaching approaches, and plans for the entire professional and technical staff. The following summaries describe several general approaches to staffing.

Individual staff member. In some cases a single teacher, coordinator or other helper is solely responsible for facilitating program goals. For example, a single teacher may be responsible for tutoring or for coordinating a peer tutoring program. This staff person usually assumes a dropout prevention advocacy role promoting the program to the school and community and takes a special interest in the life of each program participant.

Dropout prevention team. Some of the more comprehensive efforts utilize the services of a small group of professionals who act as a dropout prevention team. An alternative remedial program for instance, may require four or five full-time teachers and, perhaps, a program director/coordinator and/or program counselor. Since students may be receptive to different teaching styles and personality types, the combination of personalities found in a team approach is seen as advantageous. The staff in a team arrangement often have the option of offering interdisciplinary instruction.

Split shift. Teachers may participate in the dropout prevention effort on a part-time basis. For example, an English teacher may only teach one or two hours of Alternative English. The rationale behind this staffing pattern suggests that part-time involvement help the teacher keep perspective and avoid "burn out." One dropout prevention programs hires two part-time staff to split the instructional day. Educators suggest that this helps keep staff energy level up through the day.

Staff member "on call". Staff may participate in the dropout prevention effort on an "as needed" basis. Homeroom teachers may take on advisor duties. Study hall moderators may act as tutors for that hour. Teachers may staff the resource/tutoring room during their free periods. Of course, the participation of teachers in these positions are subject to the constraints of union contracts and other teacher/management agreements.

Entire staff participation. Some dropout prevention efforts do not incorporate a special staff, but rather rely on the participation of the entire school staff. An advisory approach may require all staff to participate. One alternative school in Wisconsin operates on alternative programming developed by the entire school staff.

Teacher aides. The responsibilities of teachers have expanded considerably during the past years. As a result of the educational accountability movement, teachers have had to concentrate even more on instructional planning, record keeping, and the elimination of discipline problems. Teachers also have been encouraged to implement creative activities, learn new instructional techniques, and develop plans to individualize the instructional program for each of their students. As conditions have imposed a new focus on the teacher's role and as the community's expectancy for pupil learning has risen, teachers and school administrators have become more aware of the benefits that may result from supplementing the instructional program with teacher aides. Because dropout prevention staff are working with students who often need special materials, extra help, and individualized attention, teaching aides may be especially valuable in dropout prevention efforts.

Many teaching tasks can be reassigned to teacher aides. The educational atmosphere of the classroom may be enhanced as teacher and aide share in the educational process. The roles assigned to members of the teacher aide staff may cover a wide range of duties, responsibilities, and tasks. For example, teacher aides may maintain records, provide special help (tutoring), provide remedial help, complete paperwork, make parent contacts (not to replace home visits by the teacher), and assist with the construction of teacher-made instructional materials. Program directors/coordinators report that instructional aides are especially helpful with one to one, small group, and independent activities inherent in the implementation of a successful dropout prevention program.

In some counseling programs, aides have served in a supportive and supplemental role to the counselor. However, aides should not be expected to handle groups independently unless they are considered competent by their supervisor.

Teacher aides may perform in two general functions. That is, they may perform as instructional aides and/or as clerical aides. Figure 2 summarizes some of the activities that instructional aides and clerical aides may assist with in the dropout prevention program.

The specific responsibilities of these noncertified personnel vary greatly and are directly related to their previous training and experience. For example, a person with a college degree in education or a subject field could perform activities different from those of the high school graduate. The intellegent use of their abilities and expertise is the responsibility of the classroom teacher in cooperation with the entire dropout prevention program staff, the director/coordinator, and the building principal.

Figure 2

Possible Activities for Instructional Aides

- prepare bulletin boards and displays
- prepare instructional activities
- supervise instructional activities
- assist in classroom work assignment
- operate AV equipment
- conduct individual or small group assessment
- supervise students after skill instruction
- assist student's self-directed and creative activities

Possible Activities for Clerical Aides

- typing and filing
- record keeping and attendance taking

School volunteers. School volunteers may effectively participate in dropout prevention programs/activities. When recognized as a partner in the educational team, volunteers can extend the teacher's professional skills by helping to bring additional educational opportunities and enrichment to the classroom. Volunteers provide extra time in the classroom needed for individualizing instruction and for listening and responding to students to better meet their unique needs. School volunteers can be parents, grandparents, retirees and senior citizens, and employees of business and industry.

Use of volunteers in the classroom succeeds best when teachers desire the help of the volunteer and view him or her as a co-worker and effective partner. School volunteers can provide a bridge to the community and serve as support persons for the dropout prevention efforts in the schools. For an additional discussion regarding school volunteers, see *Establishing and Maintaining Support Outside of the School.* Figures 3 and 4 offer a range of activities in which volunteers can participate in dropout prevention programs/activities.

Staffing Process and Procedures

Program and school administrators need to take great care in choosing dropout prevention staff. In addition to staff characteristics, preparation, and experience (discussed earlier in this section), administrators will also need to consider the political ramifications of staffing. Who would inspire the most support for the effort?

Staff selection. Staff hired from within the school system know school and community needs and the political and social climate. When hiring from within the school system, however, the desire of the teacher to work with potential dropouts is crucial. Dropout prevention program coordinators/directors indicate that effective program staff are those who volunteer to participate in these programs (Novak & Dougherty, 1979). Slotting teachers into these programs with no regard for their personal desires is not recommended. Respected teachers who volunteer to staff the program may give the program added credibility. On the other hand, staff from within the school system sometimes lack the expertise or the objectivity needed to successfully implement the effort.

Staff hired from outside the school system have the advantage of objectivity, a clean political slate, and in some cases, greater qualifications. However, such personnel need to learn about the school system from the ground up and may unwittingly alienate other school staff. They also may have to establish credibility with staff.

Program and school administrators often suggest an inside-out team compromise. This staffing pattern pairs a staff person from outside the school system with staff from within the school system to gain the advantages from each position (Havelock, 1974). Fiscal restraints and the restraints of teacher's contracts, however, may confine administrators to hiring from within the school system. Constraints may even limit the freedom to staff the effort with professional volunteers. The reader is

(continued on page 14)

Figure 3

Some Ways Volunteers Can Help
at the Elementary School Level

1. Listen to children read.
2. Conduct flash card drills.
3. Provide individual help.
4. Assist in learning centers.
5. Set up learning centers.
6. Help contact parents.
7. Reproduce materials.
8. Practice vocabulary with non-English speaking students.
9. Make instructional games.
10. Play instructional games.
11. Prepare visual materials.
12. Develop programmed materials.
13. Assist with field trips.
14. Gather resource materials.
15. Escort children to bathroom, library, cafeteria.
16. Work on perceptual activities.
17. Visit a sick child at home.
18. Prepare teaching materials.
19. Reinforce recognition of numerals.
20. Reinforce learning of alphabet.
21. Drill recognition of color words.
22. Talk to children--be a friend.
23. Help children with motor skills.
24. Help with handwriting practice.
25. Drill spelling words.

Adapted from: Mulligan, 1979, pp. 31-32

Figure 4

Some Ways Volunteers Can Help at the Secondary Level

1. Volunteers can help students use library sources and assist with research projects.
2. Volunteers can assist teachers in gathering resources for units of study.
3. Volunteers can tape record textbooks so that students who have reading problems may listen to a cassette as they read their assignments.
4. Volunteers can assist in science and math laboratories.
5. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.
6. Volunteers can arrange meaningful field trips into the community to augment class learning.
7. Volunteers can share collections, discuss careers, travels, hobbies, and other areas of special knowledge.
8. Volunteers can sponsor school clubs and interest groups.
9. Volunteers can produce a parent-teacher newsletter to inform parents of student and school achievements and activities.
10. Volunteers can assist teachers in academic subject matter areas.
11. Volunteers can assist teachers, giving students extra drill and reinforcement of concepts.
12. Volunteers can assist teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.
13. Volunteers can help students who were absent to make up missed work.
14. Volunteers can supervise students who are taking tests.

(continued)

Figure 4 (continued)

15. Volunteers can assist non-English speaking students in expanding their vocabularies and improving conversational English.

16. Volunteers from various ethnic backgrounds might share their differing life experiences.

17. Volunteers can assist in organizing a career exploration day or week.

Adapted from: Mulligan, 1979, pp. 33-34

referred to *Establishing and Maintaining Support Within the School* for an additional discussion.

Staff evaluation. The process used to staff the program should include a plan for staff evaluation. Numerous facets of the dropout prevention program and of the teaching process may be evaluated. For example, evaluation may be related to students' change in behavior, the relationship between school and project staff, instructional and guidance activities, other support services, and teacher performance.

Relating specifically to teacher performance, current thinking reflects the viewpoint that a good staff evaluation plan should be to stimulate, upgrade, and better equip the person being evaluated to do a good job (Gudridge, 1980). A well-rounded evaluation plan is recommended, indicating to what extent teaching objectives have been achieved as well as assessing the overall effectiveness in the major areas of responsibilities.

If evaluation is to improve teaching, one must keep in mind that the definite identification of what ought to be improved 1) forms the basis for achieving improvement and 2) enhances chances of that taking place. Cited in Figure 5 are recommendations relative to evaluation of school staff suggested by Redforn, education evaluation expert.

A team approach, comprised of teachers, students, parents, and administrators, can be utilized to determine the parameters of an assessment/evaluation of program staff. Five general categories of staff competencies useful in establishing criteria for assessment have been iden-

Figure 5

Recommendations for Evaluation

A new orientation toward personnel evaluation is essential. It has to become a positive process. It must serve able and effective teachers as well as meet the needs of the less successful.

Personnel evaluation must focus more on *what the teacher achieves* and less on *how teaching is done or should be done*. "Results are more important than process in evaluation."

Evaluation should be more closely tied to the instructional program and the goals and objectives of the school system.

Personnel and program evaluation must be more closely integrated. They need not be separate entities. "To bring them closer together, however, will require a reorientation both in precept and practice."

Better models of personnal evaluation must be designed. They must have rationality, coherence, and logical sequence. Evaluation procedures should fit the particular school system in terms of size, resources, and structure. The model should emerge from the efforts of those who will be involved in its implementation rather than by copying a model from some other system. "Ideas can be borrowed, but unless the persons who will be affected by the program 'but into it' and assume responsibility for its successful operation, the prognosis for success is lessened."

Marginality of incompetence of teachers has to be faced up to and dealt with in a different and more intensive manner than evaluation of able teachers.

All personnel must be evaluated. "Administrators and supervisors can be evaluated by the same process as that used for teachers. The difference lies in job definition."

The evaluation process must be dynamic. "Update the procedure as necessary. Periodically evaluate the evaluation process and modify the procedures as required."

(Gudridge, 1980, p. 35-36)

tified and suggested by Manatt, school district consultant on evaluation. These categories are:

1. productive teaching techniques.
2. positive interpersonal relations,
3. organized/structured class management,
4. intellectual stimulation, and
5. desirable out-of-class behavior. (Gudridge, 1980, p. 37)

Criteria chosen should reflect desirable staff behaviors relative to these general categories and others so determined by the team. Following the establishment of criteria, staff performance standards can be determined. Standards need to be realistically and humanly possible. It is recommended that the administration and school board determine what performance standards should be (Gudridge, 1980).

Once the criteria and standards have been established, measuring can begin. These measuring efforts can include input from students, parents, regular staff members, administrators, advisory committee members, and the program/activity teachers, themselves. An example of types of measures used in conjunction with one another may include self-evaluation by the teachers, classroom observation by a team of administrators, and student and parent evaluators. Use of more than one type of measure of a teacher's performance is recommended. For a more complete discussion of dropout prevention program evaluation, see *Evaluating Dropout Prevention Efforts* in this publication.

Staff inservice. The place in inservice in the larger scheme of education is illustrated by the statement that inservice education has to do with helping people grow, learn, improve, enjoy, think, and do (Harris, 1980). The need for inservice education/staff development to address all aspects of programming for dropout prevention cannot be denied. The variety of available approaches to dropout prevention, the need to tailor dropout prevention efforts to the local school and community, and the diverse group of individuals who can be involved in and/or supportive of dropout prevention represent viable reasons for such efforts.

Through inservice education the school staff can 1) be made aware of the scope and nature of the local dropout problem, 2) identify potential efforts to address the problem, 3) design a plan of action, 4) implement a dropout prevention strategy, and 5) evaluate and modify dropout prevention activities, programs, and services. A systematic approach to designing and facilitating staff inservice will result in a more productive learning experience for all persons involved. The question then is: What does it take to deliver an effective inservice education program?

Studies of inservice education offer some answers to what make these efforts worthwhile and effective. One distinct ingredient which has been identified as affecting success of a program is the attitude of the school administration. Support of a program by administrators is essential. Without such support, staff cannot be expected to respond enthusiastically and put in the required effort. One means to achieve this through involvement of the administration in the development and coordination of a dropout prevention inservice effort. Actual attendance and participation at the sessions by administrators establishes credibility for the total effort.

A second ingredient relative to the effectiveness of inservice programming for staff is a skill development focus rather than an informative focus. Passive listening through lecturing has much less impact on participation than active involvement such as guided practice, role playing, and problem solving.

Priority should be given to techniques which encourage individual exploration of attitudes and values as well as simulated and experiential activities. Staff look to quality inservice education for practical "how to" ideas, relevant to their education situations. Techniques such as role processing and forced choice exercises are more effective tools than group discussion when the objective is to examine personal attitudes and behaviors. Therefore, in general, inservice programs that place participants in active roles are more likely to be worthwhile and effective than programs based on passive roles.

Thirdly, inservice education for school staff must be realistic, reflecting the needs and situations of the participants. This recommendation suggests that representatives of the staff be involved in the development of a dropout prevention inservice program. A needs survey of the staff can be conducted to elicit special emphasis for programming. Staff representatives would then assist in incorporating this information into the design of the inservice program.

Staff participants, on the most part, bring with them a background of experience which make them particularly sensitive to the realism of the activities and presentations. When techniques such as role playing or case studies are used they should reflect realistic encounters and individuals rather than contrived persons and events. A way to achieve this is to involve participants in the development of the exercises or preparation of case studies. Counselors or teachers could prepare sample case studies based on their personal experience for use in the inservice program.

Cited in Figure 6 are findings of a study of inservice education by Professor Gordon Lawrence to determine what changed teacher attitudes and benefited their performance. Ninety-seven studies were examined to determine the ingredients that lead to worthwhile and effective inservice.

Figure 6

Ingredients of Effective Inservice

Teacher attitudes are more likely to be influence in school-based rather than in college-based inservice programs.

School-based inservice programs that emphasize self-instruction by teachers have a strong record of effectiveness.

Inservice programs that place the teacher in an active role are more likely to accomplish their objectives that are programs that put the teacher in a passive role.

Inservice programs that emphasize demonstrations, supervised trials, and feedback are more likely to accomplish their goals than are those in which the teachers are expected to "store up" ideas and behavior prescriptions for some future time.

(continued)

Figure 6 (continued)

Inservice programs in which teachers share and provide mutual asistance to each other are more likely to achieve their objectives than are those in which each teacher works alone.

Teachers are more likely to benefit from inservice education activities than are linked to a general effort of the school than they are from "single shot" programs that are not part of a general staff development plan.

Teachers are more likely to benefit from inservice programs in which they can choose goals and activities for themselves as contrasted with programs in which the goals and activities are pre-planned.

(Gudridge, 1980, pp. 54-55)

Summary

One of the best means of insuring a successful dropout prevention effort is to choose staff carefully. What combination of personal characteristics, teaching ability, professional preparation, and leadership potential is likely to further program goals? How might the program be staffed to capitalize on the advantages of each staff person? How might aides and volunteers be used to ease teacher load?

It seems unlikely that the ideal staff person will be available to every, or any, school system. However, most any limitations is less serious in the face of commitment and a good faith effort. Inservice opportunities for program and school staff alike may enhance the ability of the staff to participate successfully in a dropout prevention effort.

References Cited

Gudridge, B.M. AASA critical issues report: Teacher competency, problems and solutions. Sacramento, CA: Educational News Service, American Association of School Administrators, 1980.

Harris, B.M. Improving staff performance through in-service education. Boston: Allyn and Bacon, 1980.

Havelock, R.G. The change agent's guide to innovation in education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

Mulligan, D. (Ed.). Effective involvement of school volunteers. Alexandria, VA: National School Volunteer Program, 1979.

Neill, S.B. (Ed.). AASA critical issues report: Keeping students in school, problems and solutions. Sacramento, CA: Education News Service, American Association of School Administrators, 1979.

Novak, J., & Dougherty, B. (Eds.). Dropout prevention in Wisconsin--Volume I: A review of programs and activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Utilizing Resources and Facilities

Susan Edison-Swift
Jan Novak
Eleanor Wong
Connie Gee

Utilizing Resources and Facilities

Facilities, i.e., where and how a dropout prevention effort is housed, can play a crucial role in the successful implementation of a dropout prevention effort. Experience has shown that the desirability of the facility housing the dropout prevention effort can affect the perceived desirability of the effort itself. The negative connotations associated with being located in a dreary basement room, for instance, are likely to influence student and staff perceptions of the program.

Program designers must also make important decisions about the *resources* (e.g., instructional materials, staff, volunteers) that will operationalize program goals and objectives. For example, an effort to individualize instruction assumes the availability of materials at multiple performance and interest levels.

It is noted that facilities and resources are not the only factors important to helping students stay in school. The attitudes of school staff and community, the caring relationships offered, and opportunities for student success are only some of those factors basic to helping students. The facilities and resources utilized, however, can influence program acceptance and success. It is in this light that facilities and resources are examined in the following discussion.

Facilities

This first discussion focuses on facilities and examines three general types of facilities common to dropout prevention efforts. In addition, program furnishings are considered. Guidelines, in the form of thought provoking questions, are included to aid in the selection and evaluation of facilities.

Types of Facilities

Dropout prevention programs usually utilize one of three general types of facility arrangement:

1. a separate school site;
2. a reserved space within the base school (e.g., a program classroom); or

3. no specifically identified space (e.g., space is borrowed as needed).

Each of these facility arrangements offer potential advantages and possible disadvantages which are summarized in this sub-section.

Separate School Site. Dropout prevention efforts are sometimes housed at a site that is separated from the regular (base) school. Alternative schools and some alternative programs often choose to operate from such off-campus facilities.

An off-campus, or separate school site, may utilize a number of different building types, including:

- a school building currently not in use,
- part of an administration building,
- a store or other community building, or
- an area in another school (e.g., a senior high program may be housed in the junior high school building).

A school system may find that declining enrollments or school consolidations free space that might be utilized by a dropout prevention effort. Of course, the availability of an off-campus site is not a sufficient cause, in and of itself, to choose that facility.

During on-site visits to Wisconsin dropout prevention programs, project staff noted that programs which served the severely troubled potential dropout often utilize off-campus facilities. The reason for this preference seems two-fold. First, many of these students are so alienated by the school and school staff (and vice versa) that the only way to make progress is to "start fresh" in a new, and hopefully less emotionally charged, environment. Secondly, some students seem to be a constant disruption during the school day. In some situations, removing these students from the mainstream may be encouraged for their benefit and the benefit of other students as well.

Some of the possible advantages and disadvantages associated with a separate school site are listed in Figure 1.

Reserved Space Within the Base School. Dropout prevention efforts often are assigned a special area within the regular (base) school. This area, room, or suite of rooms is used exclusively by the program and is

Figure 1

Possible Advantages and Disadvantages of a Separate School Site

Possible Advantages

Students can acquire a sense of ownership when they can identify with a special school facility (e.g., "this is *my* program," "this program is for *me*").

It may be easier to implement a program with different rules and regulations (either more relaxed or more stringent) if that program is removed from the base school.

Students may be less likely to "act out" when removed from an aggravating environment.

When given a new environment, new positive leadership role models may emerge.

A separate site may offer the flexibility to promote scheduling innovations and the incorporation of interdisciplinary instruction.

A separate site can remove students from a negative peer situation.

In a separate site, the tendency can be reduced to unfavorably compare students to the base school norm.

The uniqueness of a separate site may underscore the importance of trying to succeed. Some alternative programs/schools try to facilitate student commitment by fostering a "this is your last chance" atmosphere.

Removing students from the mainstream may improve the educational atmosphere for other students.

A new environment may symbolize an opportunity for some students to "start fresh" and leave behind past problems.

Potential Disadvantages

A separate facility can be expensive to start up and to maintain.

(continued)

Figure 1 (continued)

At a separate facility, students may not have a full range of support staff (e.g., counselors, nurse, social worker) close by.

A separate site may gain attention and notoriety which may foster school and community negative labelling (e.g., "the kids sent there are real losers").

A separate facility may create transportation complications.

Removing students from the mainstream may inhibit their opportunities to learn from and relate to other positive peer role models.

A program that serves a majority of minority students may be suspected of segregationalism if a separate site is utilized.

Placing only troubled students in a single facility may result in an explosive environment.

Base-school staff may be suspicious of a program that they cannot directly observe.

A separate school site may complicate the problems of re-entering the mainstream upon completion of the program.

identified with the program. For example, a tutoring program may be based in a single resource room that is identified as the tutoring room. Likewise, a program of alternative classes may claim a common homeroom/ resource room for program participants.

The main attraction of this facility arrangement is that a reserved space keeps program students in the regular school while offering many of the advantages of a special space. Thus, students are offered the psychological security often attached to a special place they can call their own, without the possible isolation associated with an off-campus site. Other common advantages and disadvantages associated with utilizing a reserved space for dropout prevention are presented in Figure 2.

Figure 2

Possible Advantages and Disadvantages of a Reserved Space Within the Base School

Possible Advantages

A special place within the school can help encourage program identity. Staff and students become aware of the program because they are aware of the facility.

A special room can encourage program students to identify with the program (e.g., "this is my program"). Allowing students to paint or otherwise decorate the area can encourage this feeling.

A special room can act as a psychological haven for program students. In this room, they can experience success, find support, and feel important.

A special place within the school still allows contact with mainstreamed students. Therefore, there is less possibility of isolation and greater opportunity to learn from other student role models.

Remaining in the base school encourages students to adapt to base school norms and expectations.

Remaining the the base school can facilitate re-entry into the mainstream after successful completion of the program.

Programs using a special area in the base school usually still enjoy full access to school support staff.

Potential Disadvantages

Because program students remain the the base school, they are visible to the rest of the school community. This visibility can lead to negative labelling.

An alternative program which features relaxed rules and regulations may face staff and non-program student resistance. Why are program students allowed to go home early, work part-time, smoke, etc., when other students are not able to? On the other hand, students in a more restrictive program may resent the freedoms of the non-program students.

(continued)

Figure 2 (continued)

An alternative program that is housed within the school is still associated with the school, and thus, negative feelings can be transferred. ("I don't like the school, so I won't like the program.")

Because the dropout prevention program is very accessible, staff and administrators may be tempted to use the program as a dumping ground for all students who are difficult to handle in the classroom.

Once program designers choose to house their dropout prevention effort in a reserved area within the base school, they must then decide *where* that area should be located. Often their choice centers on whether to locate the program in an isoloted part of the school or to utilize a centrally located area. Dropout prevention staff who were interviewed offered rationale defending both types of locations. Staff members who recommend choosing rooms in an isolated part of the school, do so because:

- noise in the room does not disturb other classes;
- program participants do not feel as if they are on display; and
- the room can serve as a 'haven' where students can put some distance between themselves and their problems in the regular school. (Novak & Dougherty, 1979, p. 159)

Other staff members prefer to locate a dropout prevention effort in the heart or center of the school because:

- it encourages integration with the rest of the school;
- greater visibility increases school staff awareness; and
- the central location makes a statement about the importance of the program/activity. (Novak & Dougherty, 1979, p. 159)

No Specifically Identified Space. Some dropout prevention programs do not use a specifically identified space within the school. This might be the case when the dropout prevention activities offered (1) are aimed at the entire school population; (2) are flexible enough to use space on an as needed basis (e.g., a peer tutoring program using an available empty room); (3) can easily utilize currently designated space (e.g., group counseling in the counselor's office); or (4) are given on an extra-curricular basis during free time, evenings, or on weekends.

Even when space is not specifically assigned to a dropout prevention effort, decisions regarding facilities still must be made. In order to best meet the goals and needs of the effort, it is hoped that the program designer will still be able to make some choices about the space to be borrowed.

The major advantage of this facility arrangement is its anonymity. Whereas a reserved space in the school calls attention to the effort, borrowing space as it is needed reduces the feeling that something different is going on. The anonymity of not using a specifically identified space is seen as especially important to dropout prevention efforts which desire to remain as fully integrated into the mainstream as possible. The major advantages and disadvantages associated with not using a specifically identified space are offered in Figure 3.

Figure 3

Possible Advantages and Disadvantages of an Integrated Program Utilizing No Specifically Identified Space

Possible Advantages

An effort which does not require special facilities is better able to be implemented on a limited budget or when space is at a premium.

Not having an easily observed or identified program area can inhibit negative labelling.

School staff and administration may be more willing to try new dropout prevention activities if they seem unobtrusive and do not require upsetting current facility and resource arrangements.

Remaining mainstreamed with all school students encourages learning from other role models.

An integrated program may seem less threatening because it is not obviously different from other instructional programs.

(continued)

Figure 3 (continued)

Potential Disadvantages

Not having a specifically identified space might inhibit program students' ability to identify with the program.

The lack of a specific program area eliminates the opportunity to create a psychological haven for program students. Some program students seem to benefit from having an area to identify as their own.

Borrowing space on an "as needed" basis can be problematic if space is not available when it is needed.

A multi-purpose area may not be appropriate for all program functions. For example, the counselors' offices might serve usual activities very well, but may be too small or confining for group sessions.

Furnishing the Dropout Prevention Facility

Once a decision has been made regarding where and how a dropout prevention effort is to be housed, another important consideration is how that space should be furnished. Program staff often agree that furnishings (e.g., desks, wall hangings) not only reflect program goals, but can influence the impact of the effort itself. Program staff do not always agree, however, on what type of furnishings are most appropriate.

Two issues relating to furnishings seem to emerge during discussions with program designers. The first issue examines whether traditional or non-traditional furnishings are more appropriate for an effort. The second issue considers if new or used furniture should be used. How these issues are best resolved in an individual school system will, of course, be unique to that system. The point here is not to suggest that one type of furnishing is more appropriate to dropout prevention than another type. Rather, these considerations are offered to help a program designer anticipate the possible impact of program furnishings and to make decisions regarding furnishings that seem most appropriate to the individual school system and the effort being considered.

Traditional vs. Non-Traditional Furnishings. Many current dropout prevention efforts utilize non-traditional furnishings (e.g., tables instead of desks, a living room atmosphere). It is hoped that the non-traditional setting will help students relax and see the program as different from usual school offerings that have been consistently paired with failure. Other program designers, however, opt for traditional furnishings feeling that if a program goal is to help students adjust to the school environment, a good way to begin is to adjust to traditional school furnishings.

New vs. Used Furnishings. Some program designers point with pride to new tables, chairs, and carpet. Buying new furniture has allowed the staff to better meet program needs and to demonstrate the administrative priority of the program. The administration and school board may verbally support a dropout prevention effort, but program staff note that support backed with dollars carries more weight with staff and students alike. Program designers buying new furnishings hope to communicate to the students that "we care enough to buy you nice things and trust you enough to take care of them."

Pointing with equal pride are program designers who have hunted and scrounged for excess, cast off, or forgotten furnishings. These staff members note that they save precious dollars with their scavenger hunts which can then be applied to buying other needed supplies. When they knock on the sturdy (perhaps antique) wood filing cabinets that have been rescued from an attic, one must agree that filing cabinets are *not* made like that anymore! Finally, the point is made that it is good school and community public realtions to show concern for the tax dollar.

Evaluating Facilities and Furnishings

There is no single best type of facility or furnishing for dropout prevention. The advantages and disadvantages of each feasible alternative need to be considered in light of program goals and the individual school system's social and political climate. For example, one coordinator advocates locating a dropout prevention program near special education classrooms because it facilitates cooperation between the staff and the sharing of materials. As if to prove there are no hard and fast rules another school system had to move its program away from the special education area because it precipitated negative labeling and program student resistance ("they think I'm stupid").

Listed below are some guidelines, in the form of thought provoking questions, which may help a program designer begin to evaluate facility and furnishings options for a local dropout prevention effort.

1. What type of facility (e.g., separate site, reserved space within the school, no specifically identified space) is being considered? What seem to be the possible advantages and disadvantages of this type of facility?
2. Where in the school or off-campus site is the effort to be located? What seem to be the possible advantages and disadvantages of this location?
3. How might this facility choice enhance program goals? How might it detract from program goals?
4. What are the possible social implications of this facility choice--especially considering negative labeling?
5. What are the possible political ramifications of this facility choice? Will this facility enhance or detract from school and community support for the effort?
6. How may neighboring staff, programs, or classes influence the desirability of the facility? How might these neighbors be affected by the proximity of the dropout prevention effort?
7. What modifications, if any, might make this facility more attractive to the dropout prevention effort?
8. What furnishings would seem to best support program needs, goals, and philosophy? Are these furnishings available or attainable?

Resources

> The sufficiency of resources is a significant issue in program implementation...New programs are frequently initiated with very little resources and tremendous demands on these resources...(In addition,) the tasks of beginning a program takes more resources than will later be needed to keep the program running. (Kritek, 1976, p. 92)

"Resources" is an umbrella term which can refer to a variety of items including staff, volunteers, instructional materials, media, and funding. This sub-section on resources briefly discusses school and community human resources and then focuses on the location, acquisition, and evaluation of instructional resources for dropout prevention. Also included, as an "Attachment," are annotations of over 100 instructional resources educators in Wisconsin identified as being useful for working with dropout prone students.

Human Resources: School and Community

The staff of a dropout prevention effort is probably its most valuable and precious resource (as discussed in *Establishing Staff Roles and Staffing Patterns in Dropout Prevention*). Program coordinators and designers consistently relate that the ability and dedication of their staff are key to program success.

School support staff including counselors, social workers, department chairpeople, librarians, clerical staff, and specialists (e.g., reading specialist, learning disabilities teacher) are also potential resources for a dropout prevention effort. School staff can offer essential diagnostic and support services to a program. Often school personnel, professionals, and non-professionals are tapped as volunteers which, among other things, may help tutor, discuss a career or hobby, or help develop school and community awareness and support.

Establishing and Maintaining Support Outside of the School presents a more complete discussion of how business, industry and labor, governmental agencies, parents, community organizations, religious groups, and other educational agencies (e.g., university, vocational education systems, 4-H) can be tapped as almost unlimited resources for a dropout prevention effort. These resources can make valuable contributions in advisory committees, in public relations, for referrals, as volunteers, and by providing job sites or counseling services.

This discussion serves only as a reminder to consider and tap the potential these resources can offer. The reader is referred to the other sections suggested for a more complete and focused discussion of school and community resources. As is indicated, a school-based dropout prevention program may reach out to other school personnel and community members to support, enrich, and supplement its efforts.

Instructional Resources

Instructional resources include all the materials, media, and equipment necessary to operationalize program goals and objectives. Examples of instructional resources include:

- textbooks, workbooks, reference books
- maps, charts, diagrams, photos
- self-instruction kits and materials
- games, models, simulations, reading machines, teaching aids
- newspapers, magazines, paperbacks
- telephone
- cartoons, posters, displays, collections
- radio, television
- videotape recorder and player
- tape recorder, cassette player
- film and filmstrip projectors and individual viewers
- record player
- films, filmstrips, records, videotapes, slides, transparencies
- office supplies
- photocopy machines
- cameras
- computer terminals
- microfilm, microcard, microfiche materials and viewers

The importance of having sufficient and adequate instructional resources cannot be overemphasized. The goal of individualized instruction, for instance, cannot become a reality without appropriate materials featuring multiple skill and interest levels. In like manner, teachers charged with developing an interdisciplinary history and communications course need access to more than the standard history and English texts.

Potential dropouts have often met with failure in the traditional classroom using traditional instructional materials. Thus, it is sometimes advantageous to secure and use non-traditional materials which may be less threatening. For example, some students who would automatically reject a poetry lesson from an English anthology might be willing to think about the lyrics of a favorite song.

Locating and Securing Instructional Resources. Publisher catalogs are obvious sources featuring instructional materials which may be designed for the alienated student, underachiever, or slow learner. Purchase of a commercially developed reading kit, for instance, can reduce some of the initial frenzy of developing materials and free staff to attend to other matters. However, commercially packaged instructional materials and kits are often expensive and rarely satisfy all local criteria, so purchases need to be made carefully.

Resource program staff have found many ways to gather less expensive materials. Enrichment materials at one level are often remedial materials at another. Perhaps a junior high social studies text could be used in a senior high remedial class. The newspaper, Hot Rod magazine, and paperbacks are additional examples of inexpensive, motivating, and readily available materials.

Help in locating good instructional material can come from a variety of sources, including:

School staff (e.g., counselors, librarians, department chairpeople)

University Extension

Universities or colleges

Wisconsin Vocational Studies Center

Vocational education schools

Adult education programs

Other professionals involved in dropout prevention efforts

Department of Public Instruction

Bibliographies (e.g., the references cited after each section in this publication)

Community programs (e.g., social services, youth groups, churches, business and industry representatives)

State offices (e.g., CETA offices, Job Service)

Professional organizations (e.g., American Personnel and Guidance Association)

Parent organizations (e.g., PTA)

Specific instructional resources are included as an "Attachment" to this section. Educators in Wisconsin previously identified as working with dropout prone youth were asked to identify materials they felt were useful/successful in their endeavors. Their responses make up the collection of annotated resources. The resources are not intended to be a comprehensive list, but rather suggestions from one group of educators working with dropout prone youth.

The process of developing curriculum guidelines and instructional materials can be enhanced by offering inservice training time for development and/or by reserving funds to pay staff to develop and secure materials in the summer. Program designers writing proposals for funding may want to specifically include provisions for the development of materials.

Gathering sufficient and adequate resources can be an expensive process, however, program designers have stretched limited budgets by tapping school and community resources. Texts, media, and equipment may be borrowed from other programs or from a centralized media center. Perhaps library funds may be used to purchase some materials. Local business people or other citizens may be asked to donate or lend material or a piece of equipment (e.g., a telephone) to the program. And as with furnishings, many program staff have become good scavengers and find castoff or underutilized materials which may be used.

Evaluating Instructional Materials. Few new programs are in the enviable position of having all the resources desired. Budgets and the balance sheet are constant reminders to prioritize needs and carefully evaluate purchases. A school system's reading specialist or curriculum director can be an invaluable help in evaluating the appropriateness, readability, and reading level of materials. The following guidelines, in the form of thought questions, are offered to help program staff begin to evaluate instructional resources for their dropout prevention effort.

1. Who will use the material? Is the material appropriate in its reading level, style, and content for this audience?
2. How will the material be used, e.g., is it designed for independent instruction or as a supplemental text? Is the material well designed for this use?
3. What program objectives will be operationalized by this material? How well will the material meet these objectives?
4. How attractive is the material? Is is likely to be accepted by the students?
5. How appropriate is the content? Is the content adequately covered, current, and accurate? Is there any evidence of racism, sexism, or elitism?

6. How versatile is the material? Can the material be used for more than one purpose or in more than one way?
7. How well organized is the material? Will it be easy to both teach and learn from? Does the material feature special helps such as glossary, maps, or ideas for further study?
8. Is the teacher's guide, if any, well presented?

Summary

Dropout prevention program designers must make a myriad of decisions during the adoption and implementation phases of a program or activity. Among these important decisions are facility, furnishings, and resource considerations. Should we utilize a separate school site, a separate space within the base school, or implement the program without specifically designated facilities? If we choose to use a special area within the school, should this area be centrally located or more isolated? How might the area be best furnished? What resources are needed to adequately meet program objectives? How can these resources be developed or secured?

The choices that program designers make regarding the design of furnishings and resources will most likely contribute to the design of the program and its psychological impact. For instance, facilities may affect program design when it is discovered that facilities for a separate site alternative school are not available. Likewise, the choice of warm, friendly, non-traditional furnishings may significantly contribute to a program goal of establishing trust. The objective to improve reading scores will only be fully realized given adequate and sufficient instructional materials. A dropout prevention effort can be supplemented and enhanced, and thus, be more effective, through the careful utilization of school and community human resources.

There is no single best type of facility or furnishings for dropout prevention. Such a choice will depend on what is available, program objectives, and the school system's social and political climate. The importance of these choices, however, suggest that an informed decision considering the advantages and disadvantages of each option is warranted.

Instructional materials, too, deserve to be carefully considered and evaluated. Because instructional materials are the tools which operationalize program goals and objectives, a plan should be designed to insure that the effort has access to adequate and sufficient instructional materials.

The realities of budgets and other restrictions complicate the decisions program designers must make in securing facilities, furnishings, and resources. The question is not only "What would be best?", but also "What do we need most?" and "What would be best, given our limitations and restrictions?"

References Cited

Kritek, W.J. Lessons from the literature on implementation. Educational Quarterly, 1976, 12 (3), 86-102.

Novak, J., & Dougherty, B. (Eds.). Dropout prevention in Wisconsin--Volume I: A review of programs and activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Attachment

1

Collected Annotations of Resources Used with Dropout Prone Students

This collection of annotated resources was developed in response to an increasing concern regarding the growing problem of youth dropping out of school. The list should prove to be of value to educators who are developing dropout prevention efforts for their local school and community.

While resources are not the only factors important in helping students stay in school, these materials were identified by educators working with dropout prone youth as being especially valuable. These annotations, furnished by educators in Wisconsin, describe materials and references that are either commercially or locally developed, such as textbooks, filmstrips, packaged learning activities, or other resources. The cross-referenced list of descriptors enables educators planning curricula for a dropout prevention effort to select examples of resources found to be particularly useful in a specific problem area.

The development of this list has been made possible through the cooperation of many individuals. We would like to thank them for making available information on materials and references that have been helpful and successful with potential dropouts or students having difficulties with basic skills, self-concept, or socialization skills.

Cross-Reference Listing of Annotated Resources by Descriptors*

*(Persons completing the program materials questionnaire were asked to indicate appropriate "descriptors" for the materials they described. The cross-reference listing reports their selection of descriptors. The numbers correspond to those given each resource in the following pages.)

Reading skills	1, 3, 13, 14, 16, 18, 21, 23, 24, 25, 26, 31, 34, 38, 40, 41, 42, 43, 45, 47, 50, 56, 61, 62, 63, 67, 68, 82, 86, 87, 88, 91, 95, 96
Math skills	3, 9, 13, 14, 21, 34, 47, 67, 68, 69, 78, 86, 93, 95, 97
Language/writing skills	1, 3, 12, 13, 14, 15, 17, 19, 21, 26, 34, 38, 40, 41, 42, 43, 47, 62, 67, 80, 86, 90
Speaking skills	1, 3, 13, 14, 40, 49
Study skills	1, 3, 12, 13, 14, 22, 58, 60, 61, 62, 67, 74, 90
Self-concept development	1, 2, 7, 10, 13, 18, 20, 23, 30, 36, 39, 40, 44, 45, 47, 49, 52, 54, 60, 62, 64, 65, 66, 67, 74, 75, 76, 80, 81, 83, 84, 85, 89
Socialization skills/interpersonal skills	7, 10, 13, 14, 20, 21, 25, 27, 30, 33, 36, 39, 40, 44, 47, 49, 53, 54, 60, 64, 65, 66, 67, 74, 75, 76, 77, 80, 83, 89
Group guidance	2, 4, 10, 13, 14, 22, 35, 36, 37, 39, 44, 45, 47, 49, 53, 55, 60, 64, 65, 66, 77, 81, 89, 94
Individual guidance	1, 3, 7, 13, 14, 33, 35, 36, 39, 44, 45, 47, 49, 53, 61, 63, 64, 65, 74, 76, 81, 84
Career education/career counseling	2, 6, 7, 8, 10, 11, 13, 14, 20, 21, 27, 29, 31, 33, 35, 36, 37, 39, 40, 46, 47, 48, 50, 51, 52, 53, 57, 60, 64, 65, 68, 73, 74, 77, 79, 85, 92, 94
Employability skills	1, 2, 5, 6, 7, 8, 10, 11, 13, 14, 17, 18, 20, 21, 22, 23, 27, 29, 30, 32, 33, 35, 36, 37, 39, 40, 46, 47, 48, 50, 51, 52, 53, 59, 60, 73, 79, 82, 85, 92, 93
Life skills	1, 5, 6, 7, 13, 14, 17, 18, 22, 23, 24, 25, 28, 29, 32, 35, 36, 37, 39, 44, 45, 46, 47, 50, 51, 53, 54, 56, 60, 62, 64, 67, 70, 71, 72, 74, 75, 77, 79, 90, 82, 85, 88, 95
Other:	
Healthful living	4
Consumer economics	5

Program Materials Questionnaire

Resource Number 1

Type of Program Title I Program

Name and title of person completing survey Lois Balk

Mailing Address Rt 2, Box 11-A Phone 608-685-4416

Alma Area Schools

Alma, WI 54610

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
x language/writing skills
x speaking skills
x study skills
x self-concept development
__ socialization skills/inter-personal skills
__ group guidance
x individual guidance
__ career education/career counseling
x employability skills
x life skills
__ other (please describe):

Title No specific book is used

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Various materials are used to fit the needs of the individual student. Materials include:

Spelling
Schmerler Phonic material
Word Attack Skills
Comprehensive materials
Speed Exercises
Self-concept development

Skill and grade level of students for which materials can be used:

Material is geared for grades 9-12 with interest and needs level. Much of the material is at a low readability level.

Program Materials Questionnaire

Resource Number 2

Type of Program Employment

Name and title of person completing survey James A. Christman--Youthpower Organizer

Mailing Address Youth Services Inc. Phone 414-731-0555

106 N. Oneida St.

Appleton, WI 54711

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
__ socialization skills/inter-personal skills
x group guidance
__ individual guidance
x career education/career counseling
x employability skills
__ life skills
__ other (please describe):

Title Youthpower Program Manual

Author Bob Bates

Name and Address of Publisher Youth Services, Inc.

106 N. Oneida St.

Appleton, WI 54911

Publication Date 1980 Cost

Brief description of material (e.g., content summary or topic):

This manual is designed to be used in the classroom. The program consists of 4 class periods Topics covered: strengths and weaknesses assessment, work values, personal and worker qualities, social security, work permits, applications, resume, references, the interview, role playing the interview, decision making, taxes, employment resources, labor laws

Skill and grade level of students for which materials can be used:

These materials are geared to be used with high school sophomores.

BEST COPY AVAILABLE

Program Materials Questionnaire

Resource Number 3

Type of Program Title I, for assistance with learning skill problems

Name and title of person completing survey L. Rush, Principal

Mailing Address
Arcadia High School
308 E. Main Street
Arcadia, WI

Phone 608-323-3334

Please check appropriate descriptor(s) of material/resource

x reading skills
x math skills
x language/writing skills
x speaking skills
x study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
x individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date

Cost

Brief description of material (e.g., content summary or topic):

1. The Micro-Classic Library with stories taped
2. Sound Filmstrips - Media Material, Inc.
   2936 Remington Ave., Baltimore, MA 21211
   #s 9651-9655, 9661-9665
3. The Parts of Speech and Sentences #425-2TBP-00
   Gamko Industries Inc.
   Controlled Reader Stories Set D and Reading Improvement sound filmstrip program.
   Edicational Development Laboratories, Huntington NY

Skill and grade level of students for which materials can be used:

Freshmen and Sophomores

Program Materials Questionnaire

Resource Number 4

Type of Program Student Smoking Clinic

Name and title of person completing survey Donald J. Sudkamp, Principal

Mailing Address
Beloit Memorial High School
1225 Fourth St.
Beloit, WI 53511

Phone 608-365-0141

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
x group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
x other (please describe):

Healthful Living

Title Smoking Clinic as Suspension Alternative

Author D.J.Sudkamp

Name and Address of Publisher
The Bulletin
Association of Wisconsin School Administrators
1400 E Washington Ave., Madison, WI 53703

Publication Date Fall 1978

Cost $6.00

Brief description of material (e.g., content summary or topic):

Use of local resources, Social Workers, Psychologists, and Physicians to help students overcome a problem.

Skill and grade level of students for which materials can be used:

Senior High School

BEST COPY AVAILABLE

351

Program Materials Questionnaire

Resource Number 5

Type of Program: Contemporary Living

Name and title of person completing survey: Donald J. Sudkamp, Principal

Mailing Address: Beloit Memorial High School
1225 Fourth St.
Beloit, WI 53511

Phone: 608-365-0141

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
x employability skills
x life skills
x other (please describe):

Consumer Economics

Title

Author

Name and Address of Publisher

Publication Date

Cost

Brief description of material (e.g., content summary or topic):

Semester course designed for seniors focusing on their needs as a self-supporting citizen.

It is our most popular elective. Over 75% of seniors choose this course.

Skill and grade level of students for which materials can be used:

12th grade

352

Program Materials Questionnaire

Resource Number 6

Type of Program: Black Student Groups

Name and title of person completing survey: Donald J. Sudkamp, Principal

Mailing Address: Beloit Memorial High School
1225 Fourth St.
Beloit, WI 53511

Phone: 608-365-0141

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
x career education/career counseling
x employability skills
x life skills
__ other (please describe):

Title: Black Student Programs

Author: D.J.Sudkamp/D. Luebke

Name and Address of Publisher: The Bulletin
ASWA, 1400 E. Washington Ave., Madison, WI 53703

Publication Date: Winter 1979

Cost: $6.00

Brief description of material (e.g., content summary or topic):

Role Models, Career Development and Motivational Programs are presented. Program includes separate section for boys and girls as well as combined meetings.

Skill and grade level of students for which materials can be used:

Senior High School

BEST COPY AVAILABLE

Program Materials Questionnaire

Resource Number 7

Type of Program Youth Resources Ltd. Community-Based Organization

Name and title of person completing survey Debra A. Lade - Coordinator/Counselor

Mailing Address 336 N. Pine St.
Burlington, WI 53105

Phone 414-763-8401

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x_ self-concept development
- x_ socialization skills/inter-personal skills
- __ group guidance
- x_ individual guidance
- x_ career education/career counseling
- x_ employability skills
- x_ life skills
- __ other (please describe):

Title Where Do I Go From Here (and) What Color Is Your Parachute?

Author Richard Nelson Bolles

Name and Address of Publisher Ten Speed Press
Box 7123
Berkeley, CA 94707

Publication Date 1978 Cost

Brief description of material (e.g., content summary or topic):

Describes "thinking" and "doing" steps one must take to find the appropriate job.

Skill and grade level of students for which materials can be used:

Can be used with junior high level kids with guidance from teacher--otherwise individual use must be done with relatively intelligent, creative students 7 - 12.

Program Materials Questionnaire

Resource Number 8

Type of Program Youth Resources Ltd.

Name and title of person completing survey Debra A.Lade--Coordinator/Counselor

Mailing Address 336 N. Pine St.
Burlington, WI 53105

Phone 414-763-8401

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- x career education/career counseling
- x employability skills
- __ life skills
- __ other (please describe):

Title Employability Skills Program

Author M. Douglas Ray

Name and Address of Publisher UW-Madison
964 Educational Sciences Building
Madison, WI 53706

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Teaches employability skills for use in job hunting.

Skill and grade level of students for which materials can be used:

Junior High and High School

BEST COPY AVAILABLE

Program Materials Questionnaire **Resource Number 9**

Type of Program DPI funded Disadvantaged Potential Dropout

Name and title of person completing survey Don Halter - coordinator

Mailing Address Cedarburg High School Phone 414-377-6030 X78

W68 N611 Evergreen Blvd

Cedarburg, WI 53012

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☒ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Success in Mathematics

Author

Name and Address of Publisher

Motivational Development, Inc., P.O. Box 427,

Bishop, CA 93514

Publication Date 1971 Cost

Brief description of material (e.g., content summary or topic):

Individualized materials for those weak in math skills. Self pacing.

Skill and grade level of students for which materials can be used:

Program Materials Questionnaire **Resource Number 10**

Type of Program Alternative Program-Work Study

Name and title of person completing survey Work Study Coordinator, M. Uihlem

Mailing Address Cedarburg High School Phone 414-377-6030

W68 N611 Evergreen Blvd

Cedarburg, WI 53012

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☒ socialization skills/inter-personal skills
- ☒ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Exploring Career Decision Making

Author

Name and Address of Publisher

McKnight Publishing

Bloomington, IL 61701

Publication Date 1978 Cost

Brief description of material (e.g., content summary or topic):

Units on self-awareness, occupational exploration, interests and work situations--part of a total program including activity booklet for students, filmstrips, coordinated with the texts, and coordinated with the Career Information System materials

Skill and grade level of students for which materials can be used:

These materials have been used at the 11th grade level with students who previously have had minimal academic success.

NOTE: Progressing through the text unit by unit has proven to be too tedious. Therefore, selective choice by the instructor is recommended.

BEST COPY AVAILABLE

Program Materials Questionnaire **Resource Number 11**

Type of Program Disadvantaged Potential Dropout

Name and title of person completing survey Don Halter- Coordinator

Mailing Address Cedarburg High School Phone 414-377-6030 Ext 78
W68 N611 Evergreen Blvd
Cedarburg, WI 53012

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Careers in Focus

Author Charles C. Healy

Name and Address of Publisher McGraw-Hill, Gregg Division

Publication Date 1976 Cost

Brief description of material (e.g., content summary or topic):

A career education series to explore many careers in each of the 13 career clusters.

Included are booklets for each career cluster, an introductory filmstrip and tape, and job interview tapes.

Skill and grade level of students for which materials can be used:

Grades 7 - 10 (Sixth grade reading level)

Program Materials Questionnaire **Resource Number 12**

Type of Program Alternative Program

Name and title of person completing survey George Stone, English Teacher

Mailing Address Cedarburg High School Phone 414-377-6030 ext 78
W68 N611 Evergreen Blvd
Cedarburg, WI 53012

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title New Voices I

Author Cline et. al.

Name and Address of Publisher Ginn and Company

Publication Date 1978 Cost $9.45

Brief description of material (e.g., content summary or topic):

Textbook mixes short stories, grammar, usage and writing skills. Material is challenging but not too difficult for low 9th graders.

Skill and grade level of students for which materials can be used:

9th grade low skill level

BEST COPY AVAILABLE

Program Materials Questionnaire

Resource Number 13

Type of Program: Work Experience Career Exploration Program--Dropout Prevention

Name and title of person completing survey: Bob Rooney - WECEP Coordinator

Mailing Address: 750 Tropicana Blvd
Chippewa Falls Middle School
Chippewa Falls, WI 54729

Phone: 715-723-3581

Please check appropriate descriptor(s) of material/resource

ALL Descriptors apply

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: The Jobs Book (How To Find and Keep A Job)

Author: Jeri Schapiro

Name and Address of Publisher:
Scholastic Book Services
50 West 44th St, New York, NY 10036

Publication Date: 1976

Cost: $2.25

Brief description of material (e.g., content summary or topic):

Skills in obtaining jobs, job application, laws, social security, role playing, etc.

Skill and grade level of students for which materials can be used:

9 thru 12

Program Materials Questionnaire

Resource Number 14

Type of Program: Work Experience Career Exploration Program -- Dropout Prevention

Name and title of person completing survey: Bob Rooney - WECEP Coordinator

Mailing Address: 750 Tropicana Blvd.
Chippewa Falls Middle School
Chippewa Falls Middle School

Phone: 715-723-3581

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☒ math skills
- ☒ language/writing skills
- ☒ speaking skills
- ☒ study skills
- ☐ self-concept development
- ☒ socialization skills/inter-personal skills
- ☒ group guidance
- ☒ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☒ life skills
- ☐ other (please describe):

Title: Real Life Reading Skills

Author: Beatrice Jackson Levin

Name and Address of Publisher: Scholastic Book Service
50 West 44th St.
New York, NY 10036

Publication Date: 1977

Cost: $2.50

Brief description of material (e.g., content summary or topic):

--Vocabulary

--Filling out forms

--Applying for loans, etc.

Skill and grade level of students for which materials can be used:

9 - 12th grade

Program Materials Questionnaire **Resource Number 15**

Type of Program: Bilingual Program (Transitional)

Name and title of person completing survey: Myrtha M. Hill (Bilingual Teacher)

Mailing Address: Delavan-Darien High School Phone 414-728-3451

150 Cummings St.

Delavan, WI 53115

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: Controlled Comp. in English as a Second Lang.

Author: Christina Brat Paulston & Gerald Dykstra

Name and Address of Publisher: Regents Publishing Co.

2 Park Ave., New York, New York 10016

Publication Date: 1976 Cost: $1.56

Brief description of material (e.g., content summary or topic):

The text consists of 65 model passages and 122 steps or instructions for the student to follow in rewriting the model. Each step covers a specific language pattern or grammar rule. They are arranged in order of increasing difficulty.

Skill and grade level of students for which materials can be used:

9th - 10th grades

Program Materials Questionnaire **Resource Number 16**

Type of Program: Bilingual Program (Transitional)

Name and title of person completing survey: Myrtha M. Hill (Bilingual Teacher)

Mailing Address: Delavan - Darian High School Phone 414-728-3451

150 Cummings St.

Delavan, WI 53115

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: Be a Better Reader

Author: Nila Benton Smith

Name and Address of Publisher: Prentice Hall

Englewood Cliffs, New Jersey 07632

Publication Date: 1971 Cost: $3.96

Brief description of material (e.g., content summary or topic):

Practice on techniques designed to improve the basic skills a student needs in reading all kinds of material

Skill and grade level of students for which materials can be used:

Level III - 9th Grade

Level IV - 10th Grade

Program Materials Questionnaire Resource Number 17

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, WI 54701

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- x language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Follett Coping Skills Series

Author

Name and Address of Publisher Follett Publishing Co.
1010 W. Washington Blvd, Chicago, IL

Publication Date Cost $1.98

Brief description of material (e.g., content summary or topic):

Finding Work (2175)
Job Interviews (2180)
The Money You Spend (0532)

Excellent, easy to use supplements for each particular topic. The content of each pamphlet is arranged in a clear and orderly manner. Good for individual or large group use.

Skill and grade level of students for which materials can be used:

8th - 9th grade reading and skill levels.

Program Materials Questionnaire Resource Number 18

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
200 Vine Street
Eau Claire, Wisconsin 54701

Please check appropriate descriptor(s) of material/resource

- x__ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x__ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- x__ employability skills
- x__ life skills
- __ other (please describe):

Title Entering the World of Work

Author Kimbrell and Vineyard

Name and Address of Publisher McKnight Co.
Box 2854
Bloomington, IL 61701

Publication Date 1978 Cost $10.00/text

Brief description of material (e.g., content summary or topic):

Excellent, low reading level, high-interest level textbook for special needs students. It consolidates a majority of the life or employability skills necessary for daily living into one, hard-bound textbook.

Skill and grade level of students for which materials can be used:

7th and 8th grade reading level.

Program Materials Questionnaire Resource Number 19

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, WI 54701

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
x language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Language Exercises

Author Mabel Grizzard

Name and Address of Publisher
Steck-Vaughn Company
Austin, Texas

Publication Date 1978 Cost $1.77

Brief description of material (e.g., content summary or topic):

#8114-0649 (Green) & #8114-0648-Z (Gold)

These language booklets cover basic grammar and composition skills. Both are excellent in providing the individualized attention necessary to meet the demands of slow-learners or under-achievers.

Skill and grade level of students for which materials can be used:

Grade 7 - Green

Grade 8 - Gold

Program Materials Questionnaire Resource Number 20

Type of Program WECEP

Name and title of person completing survey Tom Dorr - WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, Wisconsin 54701

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
x socialization skills/inter-personal skills
__ group guidance
__ individual guidance
x career education/career counseling
x employability skills
__ life skills
__ other (please describe):

Title Creating Your Future

Author

Name and Address of Publisher Education Achievement Corporation, P.O. Box 7310, Waco, Texas 76710

Publication Date 1970 Cost $300.00

Brief description of material (e.g., content summary or topic):

Creating Your Future is a career based instructional system for underachieving students. The six modules of this program are very well organized into a step-by-step approach which aids students in finding themselves before setting job or career goals. Expensive, but worth it.

Skill and grade level of students for which materials can be used:

9th grade skill and reading levels.

Program Materials Questionnaire

Resource Number 21

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School
2000 Vine Street
Eau Claire, WI 54701

Phone 715-834-5376

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☒ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☐ self-concept development
- ☒ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Game Sim

Author

Name and Address of Publisher California Learning Simulations, 750 Lurline Drive, Foster City, CA 94404

Publication Date 1970 Cost $250.00

Brief description of material (e.g., content summary or topic):

This package offers 85 job or career simulations with teacher guides for each. Each of the 15 job clusters examined are reproducible and provide the student with hands-on approach to a particular job. Excellent supplement for individual or small group work.

Skill and grade level of students for which materials can be used:

Grade 9 and 10 skill and reading levels.

Program Materials Questionnaire

Resource Number 22

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School
2000 Vine Street
Eau Claire, WI 54701

Phone 715-834-5376

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☒ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☒ employability skills
- ☒ life skills
- ☐ other (please describe):

Title The Jobs Book

Author Jeri Shapiro

Name and Address of Publisher Scholastic Book Services
P.O. Box 2002, 904 Sylvan Avenue, Englewood Cliffs,
New Jersey 07632

Publication Date 1976 Cost $1.85

Brief description of material (e.g., content summary or topic):

How to find, acquire, and keep jobs are the main topics examined. It helps students translate interests into job possibilities. Many necessary skills are developed and reinforced in this publication.

Skill and grade level of students for which materials can be used:

Seventh grade reading and skill levels

Program Materials Questionnaire **Resource Number 23**

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher/Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, WI 54701

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
__ socialization skills/interpersonal skills
__ group guidance
__ individual guidance
__ career education/career counseling
x employability skills
x life skills
__ other (please describe):

Title Real Life Reading Skills

Author Beatrice Jackson Levin

Name and Address of Publisher Scholastic Book Services
P.O. Box 2002, 904 Sylvan Ave, Englewood Cliffs,
New Jersey 07632

Publication Date ______ Cost ______

Brief description of material (e.g., content summary or topic):

Real Life Reading Skills connects reading to life's everyday needs and demands: work, travel, consumer education, and survival skills.

Skill and grade level of students for which materials can be used:

7th and 8th grade reading and skill levels

Program Materials Questionnaire **Resource Number 24**

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, WI 54701

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/interpersonal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
x life skills
__ other (please describe):

Title Dollars and Sense

Author Jeri Shapiro

Name and Address of Publisher Scholastic Book Service
P.O. Box 2002, 904 Sylvan Ave. Englewood Cliffs,
New Jersey 07632

Publication Date 1977 Cost $1.85

Brief description of material (e.g., content summary or topic):

Strengthens basic consumer skills and awareness. A series of motivating activities which focus on money management and intelligent shopping practices.

Skill and grade level of students for which materials can be used:

7th grade reading and skill levels

Program Materials Questionnaire **Resource Number 25**

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire WI 54701

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☒ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/ career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title Driving

Author Joseph Claro

Name and Address of Publisher Scholastic Book Services
P.O. Box 2002, 904 Sylvan Ave, Englewood Cliffs
New Jersey 07632

Publication Date 1976 Cost $1.85

Brief description of material (e.g., content summary or topic):

Helps to develop reading and reasoning skills by focusing on a topic of appeal to most teenagers. Excellent motivating tool which leads into a number of important socialization skills.

Skill and grade level of students for which materials can be used:

7th - 8th grade reading and skill levels.

342

Program Materials Questionnaire **Resource Number 26**

Type of Program WECEP

Name and title of person completing survey Tom Dorr, WECEP Teacher-Coordinator

Mailing Address Homer DeLong Junior High School Phone 715-834-5376
2000 Vine Street
Eau Claire, WI 54701

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/ career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Trackdown #02701

Author Beryl Goldsweig

Name and Address of Publisher Scholastic Book Services
P.O. Box 2002, 904 Sylvan Ave, Englewood Cliffs,
New Jersey 07632

Publication Date 1970 Cost $1.85

Brief description of material (e.g., content summary or topic):

This booklet contains 33 lessons, in the form of mystery stories, which focus on language and usage problems. These lessons are educational, self-motivating, and fun to do.

Skill and grade level of students for which materials can be used:

7th grade reading and skill level.

Program Materials Questionnaire **Resource Number 27**

Type of Program Work Experience Career Exploration Program

Name and title of person completing survey Donald Sneen, Coordinator

Mailing Address 314 Doty St.
Eau Claire, WI

Phone 715-834-1261

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☒ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title The Jobs Book

Author Schapiro

Name and Address of Publisher Scholastic Book Service
50 West 44th St.
New York, NY 10036

Publication Date 1976 Cost

Brief description of material (e.g., content summary or topic):

Helpful in employability and career education.

Skill and grade level of students for which materials can be used:

9th grade

Program Materials Questionnaire **Resource Number 28**

Type of Program CETA Youth Work Experience - Career Education Component

Name and title of person completing survey Candace Toltzman, Youth Counselor

Mailing Address Western Dairyland, E.O.C.
320 Graham
Eau Claire, WI 54701

Phone 715-834-3098

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title Life Goals: Setting Personal Priorities

Author

Name and Address of Publisher Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

Publication Date 1977 Cost $99.00

Brief description of material (e.g., content summary or topic):

3 part series of filmstrips:
I. Values
II. Establishing Objectives
III. Risks and Strategies

Colorful, interesting presentation of decision-making in life and career decisions. Pauses are made to involve students in sample decisions.

Skill and grade level of students for which materials can be used:

Junior, Senior High students

Program Materials Questionnaire

Resource Number 29

Type of Program W-C project - Accountability thru Instructional Management

Name and title of person completing survey Sally Rosemeyer, Field Coordinator

Mailing Address CESA 14 - Special Education Phone 608-822-3276
1020 Lincoln Ave.
Fennimore, Wi 53809

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
x career education/career counseling
x employability skills
x life skills
__ other (please describe):

Title Walk thru the Yellow Pages, White Pages of Phone Directory, Buying from a Catalog,

Author Eating Out, The Printed Marketplace

Name and Address of Publisher Media Materials
2936 Remington Ave.
Baltimore, MD 21211

Publication Date ______ Cost $9.95/unit

Brief description of material (e.g., content summary or topic):

Provides work sheets and cassettes plus teacher's guide plus post test.

Skill and grade level of students for which materials can be used:

Secondary Special education.

Program Materials Questionnaire

Resource Number 30

Type of Program W-C project - Accountability thru Instructional Management

Name and title of person completing survey Sally Rosemeyer, Field Coordinator

Mailing Address CESA 14 - Special Education Phone 608-822-3276
1020 Lincoln Ave.
Fennimore, WI 53809

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
X self-concept development
X socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
X employability skills
__ life skills
__ other (please describe):

Title see below

Author

Name and Address of Publisher Interpretive Education
2306 Winters Drive
Kalamazoo, MI 49002

Publication Date ______ Cost $12.95/unit

Brief description of material (e.g., content summary or topic):

Social Consequences at Home - social skills
Social Consequences at School - social skills
First-aid Flipchart - independent living skills
About Personal Values - personal/emotional
Employment Math - vocational

Skill and grade level of students for which materials can be used:

Secondary special education students

Program Materials Questionnaire **Resource Number 31**

Type of Program Vocational Communication Skills Lab

Name and title of person completing survey Kathy E. Gueltzow, Reading Specialist

Mailing Address Franklin High School Phone 414-421-3000
8222 S. 51st
Franklin, WI 53132

Please check appropriate descriptor(s) of material/resource

☒ reading skills
☐ math skills
☐ language/writing skills
☐ speaking skills
☐ study skills
☐ self-concept development
☐ socialization skills/inter-personal skills
☐ group guidance
☐ individual guidance
☒ career education/career counseling
☐ employability skills
☐ life skills
☐ other (please describe):

Title Mind's Work

Author

Name and Address of Publisher Mind
181 Mainstreet
Norwalk, Conn. 06851

Publication Date 1976 Cost $75.00 each

Brief description of material (e.g., content summary or topic):

A comprehensive skills program taught through 24 job categories. 24 lessons divided into eight series with each series containing three lessons. Series focus is on individual comprehension skills along with the special techniques necessary to achieve mastery.

Skill and grade level of students for which materials can be used:

The individual lessons in each series are written on a fourth, fifth, and sixth grade reading level. Each lesson concludes with a challenge sheet to evaluate student mastery of specific comprehension skills. Interest level is junior and senior high school.

Program Materials Questionnaire **Resource Number 32**

Type of Program Alternative Vocational Education

Name and title of person completing survey William Willkomm (Lead Teacher)

Mailing Address Franklin High School Phone 414-421-3000
8222 S. 51st St.
Franklin, WI 53132

Please check appropriate descriptor(s) of material/resource

☐ reading skills
☐ math skills
☐ language/writing skills
☐ speaking skills
☐ study skills
☐ self-concept development
☐ socialization skills/inter-personal skills
☐ group guidance
☐ individual guidance
☐ career education/career counseling
☒ employability skills
☒ life skills
☐ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

A.V.E. Toy Corporation --- We form a classroom corporation to sell wood products at Christmas. All students apply for two positions: 1-management and 1-production worker. We cover areas from an initial market survey to final sale and service of the product. Money motivates ... students keep a percent based on stock purchased and hours worked. With the remaining money they buy something for the classroom (stereo, maching for shop, etc.) and have a banquet at the end of the year to finish on a high note.

Skill and grade level of students for which materials can be used:

Program Materials Questionnaire

Resource Number 33

Type of Program Alternative Vocational Education

Name and title of person completing survey William Willkomm (Lead Teacher)

Mailing Address Franklin High School
8222 S. 51st
Franklin, WI 53132

Phone 414-421-3000

Please check appropriate descriptor(s) of material/resource

- ___ reading skills
- ___ math skills
- ___ language/writing skills
- ___ speaking skills
- ___ study skills
- ___ self-concept development
- _x_ socialization skills/inter-personal skills
- ___ group guidance
- _x_ individual guidance
- _x_ career education/career counseling
- _x_ employability skills
- ___ life skills
- ___ other (please describe):

Title World of Work

Author

Name and Address of Publisher
McKnight
Bloomington, IL.

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Vocational, career guidance materials for finding, getting, keeping, advancing in a job.

Textbook
Activity Booklet
Independent Study (Nice for those absent often or homebound)
Filmstrips with cassettes
Tapes with workbooks

Skill and grade level of students for which materials can be used:

Available in regular or special education reading level

Program Materials Questionnaire

Resource Number 34

Type of Program Alternative Education

Name and title of person completing survey Mark Montaba - Coordinator

Mailing Address Osaukee High School
401 Highland Avenue
Fredonia, WI 53021

Phone 414-692-5324

Please check appropriate descriptor(s) of material/resource

- _x_ reading skills
- _x_ math skills
- _x_ language/writing skills
- ___ speaking skills
- ___ study skills
- ___ self-concept development
- ___ socialization skills/inter-personal skills
- ___ group guidance
- ___ individual guidance
- ___ career education/career counseling
- ___ employability skills
- ___ life skills
- ___ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Science Programs
- Cib - Brown, Educational Methods, Chicago, IS
- Cebco - Cibco Standard Publishing, Fairfield, NJ

Reading
- Science Reader - Reader's Digest
- Sunburst Reading Program
- Double Action Short Stories - Scholastic, 1973
- See attached page also

Skill and grade level of students for which materials can be used:

Math
- Spectrum Mathematics - Laidlaw Brothers
- Trouble-Shooting Math Skills - Holt, Rinehart & Winston
- Practical Math

Students are also put into a woods and foods class in an effort to get them familiar with the vocational areas.

Resource Number 34
Attachment a

Materials used in AE English 9 and 10

AE English 9

Troubleshooter 3 Spelling Action
Troubleshooter 4 Word Attack — Houghton-Mifflin Co.
Troubleshooter 4 Word Mastery

Adventures in Reading Harcourt, Brace, Inc.

Warriners English Grammer and Composition
Harcourt, Brace, Jovanovich

AE English 10

Troubleshooter 6 Sentence Strength
Troubleshooter 7 Punctuation Power — Houghton-Mifflin Co.
Troubleshooter 8 English Achievement

Adventures in Reading Harcourt, Brace Inc.

Short Stories I The Macmillan Company

Warriners English Grammer and Composition
Harcourt, Brace, Jovanovich

Program Materials Questionnaire

Resource Number 35

Type of Program World of Work

Name and title of person completing survey Robert Culver -- Coordinator

Mailing Address Ashwaubenon High School
2391 Ridge Road
Green Bay, WI 54304

Phone 414-498-2853

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- x group guidance
- x individual guidance
- x career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Me and Jobs (Skillbook)

Author Dennis Hooker and Almut Fleming

Name and Address of Publisher Educational Design, Inc.
47 West 13th St.
New York, NY 10011

Publication Date 1974 Cost $2.50

Brief description of material (e.g., content summary or topic):

Exercises and activities students can relate to. It provides good exercises to go with other materials.

Skill and grade level of students for which materials can be used:

Senior High -- 9 - 12

Program Materials Questionnaire

Resource Number 36

Type of Program World of Work

Name and title of person completing survey Coordinator - Robert Culver

Mailing Address Ashwaubenon High School Phone 414-498-2853
2391 Ridge Road
Green Bay, WI 54304

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- x socialization skills/interpersonal skills
- x group guidance
- x individual guidance
- x career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Employability Skills Program

Author M. Douglas Ray and John Hartz

Name and Address of Publisher
Wisconsin Vocational Studies Center
964 Educational Sciences, Madison, WI 53706

Publication Date 1976 Cost

Brief description of material (e.g., content summary or topic):

18 modules and film cassette series and handbook with discussion questions and projects.

Students enjoy film series that are included. They are excellent.

Skill and grade level of students for which materials can be used:

Senior High -- 9 - 12

Program Materials Questionnaire

Resource Number 37

Type of Program World of Work

Name and title of person completing survey Robert Culver - Coordinator

Mailing Address Ashwaubenon High School Phone 414-498-2853
2391 Ridge Road
Green Bay, WI 54304

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- x group guidance
- __ individual guidance
- x career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Succeeding in the World of Work

Author Grady Kimbrell and Ben S. Vineyard

Name and Address of Publisher
McKnight Publishing Company
Bloomington, IL

Publication Date 1975 Cost

Brief description of material (e.g., content summary or topic):

Chapter Titles:

Part I
1. You and Work
2. Exploring Careers through Part-time Jobs
3. Applying For a Job
4. You, Your Employers, and Your Co-Workers
5. Your Progress on the Job

Part II
6. Understanding Yourself
7. Researching Careers
8. Human Relationships
9. Personal Safety

Part III
10. Managing Your Money
11. Consumer Responsibility and Practices (Cont.)
12. Using Consumer Credit
13. Awareness of Legal Responsibilities
14. Using Bank Services
15. Taxpayer Responsibilities
16. Using Social Security Services
17. Using Insurance For Protection

Part IV
18. Career Developments and Changing Responsibilities
19. Implementing Your Plan for Success

Skill and grade level of students for which materials can be used:

Junior High or Senior High---I use with 11 and 12th grade classes. Easy reading. The material also has an activity workbook and a series of filmstrips. The filmstrips are well done.

Program Materials Questionnaire

Resource Number 38

Type of Program General English 11 and 12

Name and title of person completing survey Mary Ann Eltink, Teacher

Mailing Address Hilbert High School
11 and Milwaukee Streets
Hilbert, WI 54129

Phone 414-853-3521

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

See attached sheet.

Skill and grade level of students for which materials can be used:

Resource Number 38
Attachment a

Reading Skills

Timed Readings
Edward Spargo and Glenn R. Williston
Jamestown Publishers
Providence, RI
1980

This text is designed to provide practice in building reading speed--and comprehension--using graded selections of standard length. These texts are available for different reading levels ranging from third grade level through sixth.

Reluctant Reader Library
Junior Library A -- 25 titles
Senior Library A -- 25 titles
Scholastic Magazines, Inc.
1977

Library A (Senior) is written for the reluctant reader in the high school. Selections range from fifth thru ninth grade level. The subject matter is of high interest to the adolescent.

Library A (Junior) is similar to the Senior titles but written at the fourth thru sixth grade level.

Scholastic Scope Magazine
Scholastic Magazines, Inc
Monthly Periodical

Monthly magazine of high interest material aimed at developing reading and writing skills; written at approximately fourth grade reading level.

Chillers and Thrillers
Scope Reading Skills 4
Stories by Bernhardt J. Hurwood
Scholastic Book Services
1974

Short exercises using the cloze procedure to develop reading and comprehension skills.

Language/Writing Skills

Morphographic Spelling (140 lessons)
Robert Dixon
Englemann-Becker Corporation
1976

This spelling program is designed to provide the student with a workable, generalizable set of rules that will serve him for as long as he spells words.

Resource Number 38
Attachment b

More English That We Need
Helen Prevo
Frank E. Richards
Phoenix, New York
1968

Short course in the use of punctuation marks, correct usage, written English and oral English.

Word Enrichment
Gerald Sullivan
T.S. Dennison & Company, Inc.
Minneapolis, MN
1976

A vocabulary-building Junior High School textbook-workbook. Book A (word roots), Book B (word roots), Book C (prefixes and suffixes).

Multi-Sensory Approach to Written Expression
C. Wilson Anderson, Jr.
T.S. Dennison and Company, Inc.
Minneapolis, MN
1976

This set of skillpacs is written for the student who has been "turned off" by writing and a lack of positive reinforcement in helping him see and correct what he has done wrong. The text covers writing, spelling, prepositions, synonyms, antonyms, adjectives, and adverbs. Paragraph logic is also taught.

Scope Visuals 7, 10, 20, 28
Scholastic Magazines, Inc.
Dr. Lawrence Charry
Scholastic Book Services
1975, 1971, 1975, 1977

Scope visuals are for use with junior and senior high school students who are reading at the fourth to sixth grade levels. The texts cover spelling skills, word power and parts of speech.

Program Materials Questionnaire

Resource Number 39

Type of Program: School Within a School

Name and title of person completing survey: Oliver Swanson

Mailing Address: 3125 Mineral Point Ave.
Janesville, WI 53545

Phone: 608-754-0265

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☒ socialization skills/interpersonal skills
- ☒ group guidance
- ☒ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☒ life skills
- ☐ other (please describe):

Title: Employability Skills Program

Author: Wisc Vocational Studies Center

Name and Address of Publisher:
University of Wisconsin-Madison, 964 Educ Sciences
Madison, WI 53706

Publication Date: 1976 Cost:

Brief description of material (e.g., content summary or topic):

Career development - Use the Employability Skills Program as a base

Personal Development - Numerous materials are used. Enclosed are some of the worksheets

Skill and grade level of students for which materials can be used:

10th - 12th grade, average ability

Resource Number 39
Attachment a

GOAL - the end toward which effort is directed (Long term, Short term).

GOALS
Good grades
Rich
Famous
Big car
Nice clothes
Big house
Graduate
Go to college
Be a carpenter

REAL DREAM
GOAL

(1) ______________ Prevents ______________

What will remove prevent? ______________

"Whatever the mind
of man can conceive
and believe it can achieve."

I. Realistic--
Teacher vs. no graduate high school
Rich vs. high school dropout
Get "A" vs. skip class

FUTURE GOALS
(1) ______________
(2) ______________
(3) ______________

Prevents:
(1) ______________

What will remove prevents? ______________

II. Sacrifice --
School vs. Work
Marriage vs. School
Big car vs. $2.00/gal. of gas

Present Goal (This Year)
(1) ______________
(2) ______________
(3) ______________

Prevents (1) a. ______________
b. ______________
What will remove prevents ______________

Prevents (2) a. ______________
b. ______________
What will remove prevents ______________

19____
START

Resource Number 39
Attachment b

Name ______________

Group Leader ______________

WISHING WELL

I WISH:

I could ______________

I had ______________

I knew ______________

I felt ______________

My friends would ______________

My parents would ______________

School was ______________

I would ______________

I was ______________

Life is mad of wishes and dreams. We all have dreams. We run into trouble when we spend most of out time dreaming rather than facing reality. We (SWS staff) wish you a heap of success this year and hope this is a new beginning.

What is your Number One wish this year?

I.

What is your Number 2 wish this year?

II.

A) Why is what you picked for Number One important to you?

B) What will it take to make that wish come true?

Resource Number 39
Attachment c

Excuse

Name ______________________

Definition of EXCUSE - a) try to remove the blame for
b) to release from an obligation

EXCUSE OR ______________________

Excuses you have heard (used):	Real Reason:
Attendance	
1)	1)
2)	2)
3)	3)
Missing Work	
1)	1)
2)	2)
3)	3)

Question:

1. Do you think anyone in the attendance office believes your excuse after you've been absent 15 days?

2. What do you think the person listening to your excuse thinks about the person making up the excuse?

3. Instead of excuses and though the job may be distasteful.

a) ______________________

b) ______________________

Use good judgment. How's this excuse?

You have been working very hard these past few days. SWS is tough. You thought you deserved a break today, so you and your friend drove to Burger Chef. Your friend had the car. The burger and fries were so good you had to re-order. Well, as a result you were 20 minutes late for your next class. In order to avoid any problems you told your teacher (Made an excuse), "My friend was a slow eater. If he would have munched a little quicker, I wouldn't have been so late. Also, I wouldn't have been so late if the place wouldn't have been so crowded."

So the question is EXCUSE or EXPLANATION - blame or be responsible.

Resource Number 39
Attachment d

Evaluation #3

Name ______________________

Group Leader ______________________

I. First quarter will be over in a couple of weeks. Do you have any make-up work to do? YES ____ NO ____
   - a. How many days have you been absent? ________
   - b. How many classes did you miss? ________
   - c. Have you ever been tardy? ________
   - d. Do you feel you have been improving your study habits this year? YES ___ NO ___
   - e. Do you feel you have improved your attitude toward school this year? YES ____ NO ____
   - f. List any other areas in which you think you have improved
     1.
     2.
     3.
     4.

II. We spent time in the 8 o'clock class talking about listening habits/respect for others.
   - a. Describe how you are working on yout listening habits.
   - b. Describe how you have shown a respect for others.

III. Unfortunately several people now in the SWS program have not been
   - a. attending class
   - b. improving class behavior
   - c. respectful to others.

Several have been suspended. These people do not seem to want to be in the SWS program. What would you tell someone who is about to be returned to the adjustment committee?

IV. Many situations could be avoided by the use of good judgment. You have heard the old saying "win some, lose some." Unfortunately, many of us are in a lose, lose position. Give an example of a situation that could have worked out a little better if good judgment would have been used.

Resource Number 39
Attachment e

I WOULD LIKE A JOB THAT . . .

Name ____________

I would like a job that:	YES	NOT SURE	NO
1. allows me to make decisions			
2. is outside work			
3. requires physical work			
4. requires mental work			
5. requires travel			
6. allows me freedom to move on the job			
7. has overtime			
8. enables me to do the complete product			
9. requires repetition			
10. allows me to use my time			
11. requires special training			
12. would be a skilled trade			
13. allows advancement			
14. has a clean environment			
15. works with people			
16. works with things			
17. works with ideas			
18. enables me to move to different parts of USA			
19. allows me to work on 2nd shift			
20. enables me to earn a good living			
21. has plants in different parts of USA			
22. allows me to work alone			
23. pays hourly wages			
24. pays on a commission			
25. in which I have to think			

Look at the YES column. Count the checks ________
Look at the NO column. Count the checks ________
Look at the NOT SURE column. Count the checks ________

(a) On the back write a paragraph that describes the type of situation and conditions if the most answers are YES.

(b) Do the same for NO.

Program Materials Questionnaire

Resource Number 40

Type of Program WECEP

Name and title of person completing survey Bill Maselter, WECEP Coordinator

Mailing Address 101 School St.
Lodi, WI 53555

Phone 608-592-3851

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
x language/writing skills
x speaking skills
__ study skills
x self-concept development
x socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
x employability skills
x life skills
__ other (please describe):

Title Life Skills, 1. Attitudes in Everyday Living
2. Attitudes on the Job.

Author Brewer, McMahon, Paris, Roche

Name and Address of Publisher Educational Design
47 West 13th Street
New York, NY 10011

Publication Date 1980

Cost 30/79.00

Brief description of material (e.g., content summary or topic):

Excellent relevant content for emphasizing and developing good basic habits, attitudes and bahaviors necessary in most life sutuations. "Attitudes in everyday living" is very similiar but is not as job related.

Skill and grade level of students for which materials can be used:

Written at approximately a third grade level but due to type of activities is useful for most students.

Program Materials Questionnaire **Resource Number 41**

Type of Program 9th Grade Truancy Program

Name and title of person completing survey Richard Ihle, English Teacher

Mailing Address 2222 E. Washington Phone 608-244-6917
Madison, WI 53704

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
x language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title RSVP Book 1 and 2

Author Lewis

Name and Address of Publisher AMSCO School Publications
315 Hudson St.
New York, NY 10013

Publication Date 1972, 1967 Cost

Brief description of material (e.g., content summary or topic):

Short reading paragraphs with underlined vocabulary words and questions and languages manipulation after.

Skill and grade level of students for which materials can be used:

Book 1 - 7, 8, 9th grades

Book 2 - 8, 9, 10th grades

High School slow learners

Program Materials Questionnaire **Resource Number 42**

Type of Program 9th Grade Truancy Program

Name and title of person completing survey Richard Ihle, English Teacher

Mailing Address 2222 E. Washington Phone 608-244-6917
Madison, WI 53704

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
x language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Troubleshooter Series I and II

Author Benner and Weinberg

Name and Address of Publisher
Houghton - Mifflin

Publication Date 1975 Cost

Brief description of material (e.g., content summary or topic):

Basic to intermediately difficult language arts work such as vocabulary, sounding out words, compound words, syllables, etc.

Skill and grade level of students for which materials can be used:

Series I - grades 6 - 10

Series II - grades 8 - 10

Program Materials Questionnaire **Resource Number 43**

Type of Program 9th Grade Truancy Program

Name and title of person completing survey Richard Ihle, English Teacher

Mailing Address 2222 E. Washington
Madison, WI 53704

Phone 608-244-6917

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Phonics We Use

Author Helmkemp and Thomas

Name and Address of Publisher Lyons and Carnahan
407 E. 25th Street
Chicago, IL

Publication Date 1966 Cost

Brief description of material (e.g., content summary or topic):

Great phonics material in later part of series

Skill and grade level of students for which materials can be used:

8 - to slow learners 10, 11, or 12.

Program Materials Questionnaire **Resource Number 44**

Type of Program County Handicapped

Name and title of person completing survey Keith W. Shaw - Program Support

Mailing Address 4400 Michigan Avenue
Box 188
Manitowoc, Wicsonsin 54220

Phone 414-682-0381

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☒ socialization skills/inter-personal skills
- ☒ group guidance
- ☒ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title Scholastic Family Living Program

Author Scholastic Magazines Inc.

Name and Address of Publisher
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Publication Date 1975 Cost

Brief description of material (e.g., content summary or topic):

Unit I Individual

A. Who Am I
B. Growing Throuth Change
C. Your Choice

Unit II Partners

A. Love, All You Need Is
B. A Friend Is
C. Marriage

Unit III Family

A. Family Dynamics
B. A Family Album
C. Parent-Hood, Why and When

Skill and grade level of students for which materials can be used:

Junior High/Senior High

Special Education

Junior/Senior High EMR

Program Materials Questionnaire **Resource Number 45**

Type of Program County Handicapped Children Education Board

Name and title of person completing survey Keith W. Shaw - Program Support

Mailing Address 4400 Michigan Avenue Phone 414-682-0381

Box 188

Manitowoc, Wisconsin 54220

Please check appropriate descriptor(s) of material/resource

X reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
X self-concept development
X socialization skills/inter-personal skills
X group guidance
X individual guidance
__ career education/ career counseling
__ employability skills
X life skills
__ other (please describe):

Title The COPE Series

Author Wrenn/Schwarzrock

Name and Address of Publisher American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014

Publication Date 1971 Cost

Brief description of material (e.g., content summary or topic):

1. Some common crutches
2. Changing roles of men & women
3. Facts and fantasies about smoking
4. My life - What shall I do with it?
5. Alcohol as a crutch
6. Crises youth face today
7. Easing the scene
8. Can you talk with someone else?
9. Understanding the law of our land
10. Infront of the table and behind it

11. You always communicate something
12. Facts and fantasies about drugs
13. Facts and fantasies about alcohol
14. Parents can be a problem
15. The mind benders

Grade level: Junior/Senior High School
Secondary EMR

Program Materials Questionnaire **Resource Number 46**

Type of Program County Handicapped Children Education Board

Name and title of person completing survey Keith W. Shaw - Program Support

Mailing Address 4400 Michigan Avenue Phone 414-682-0381

Box 188

Manitowoc, WI 54220

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
X career education/ career counseling
X employability skills
X life skills
__ other (please describe):

Title Employability Skills Program

Author Wisconsin Vocational Studies Center

Name and Address of Publisher UW-Madison
964 Educational Sciences Building
Madison, WI 53706

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Career Education - Vocational Readiness, individual future, work performance, attitude and skills

Skill and grade level of students for which materials can be used:

Junior High/Senior High

Regular Education and Special Education

Program Materials Questionnaire

Resource Number 47

Type of Program County Handicapped Children Education Board

Name and title of person completing survey Keith W. Shaw - Program Support

Mailing Address 4400 Michigan Avenue
Box 188
Manitowoc, WI 54220

Phone 414-682-0381

Please check appropriate descriptor(s) of material/resource

- X reading skills
- X math skills
- X language/writing skills
- __ speaking skills
- __ study skills
- X self-concept development
- X socialization skills/inter-personal skills
- X group guidance
- X individual guidance
- X career education/career counseling
- X employability skills
- X life skills
- __ other (please describe):

Title Life Work Planning Center

Author

Name and Address of Publisher
Lakeshore Technical Institute
Cleveland, Wisconsin 53015

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Group work - individual work

Separate program for dropout youths

Contact Lakeshore Technical Institute for info

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire

Resource Number 48

Type of Program Dropout Prevention

Name and title of person completing survey Jeffrey A. Herlevi

Mailing Address Northwestern High School
Maple, WI 54854

Phone 715-363-2431

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- X career education/career counseling
- X employability skills
- __ life skills
- __ other (please describe):

Title Work Experience Program - Alternative to Regular Education

Author Mr. John Zeug

Name and Address of Publisher
Retired Guidance Counselor, Northwestern H.S.
Maple, WI 54854

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Enclosed you will find a complete program overview of Northwestern High School's dropout prevention procedures and program.

Any questions or concerns, feel free to contact Jeffrey A. Herlevi.

Skill and grade level of students for which materials can be used:

Resource Number 48
Attachment a

Dropout Prevention Program Procedure

Students who have dropped out or are comtemplating dropping out are counseled as to the options available to them. We always place the emphasis on our recommendation to stay in school or to return to high school to get their diploma. If the student is not able to stay or return to school, we make them knowledgeable of the following programs:

1. Goal Oriented Adult Learning (GOAL)
2. General Education Development (GED)
3. Armed Services
4. Vocational Schools
5. Adult Night Classes
6. Career Assistance Centers

The School District of Maple also utilizes a Work Experience Program as an alternative to the regular education program. (See attached for Alternative Education Plan and Approval Form.)

NORTHWESTERN HIGH SCHOOL
MAPLE, WISCONSIN

Resource Number 48
Attachment b

ALTERNATIVE EDUCATION PLAN AND APPROVAL FORM

Name of Student ______________________ **Date** __________
Address ______________________ **Phone** __________

Name of Parent/Guardian ______________________
Address ______________________ **Phone** __________

Name of Employer ______________________
Address ______________________ **Phone** __________

DESCRIPTION OF WORK PROGRAM:

What? ______________________

When? ______________________

Where? ______________________

PROGRAM OUTLINE

1. **Wages, if any, determined by employer.**
2. **School grade will be on a pass/fail basis.**
3. **School credit potential per semester will be __________ credits.**
4. **Work will be monitored by employer and ______________________**
5. **Transportation shall ______________________**
6. **In event the employer terminates the work opportunity, the student shall notify the school immediately.**
7. **Other ______________________**

SCHOOL CONSENT

Alternative education programs are arranged for students with special educational needs. Students will be considered enrolled in school with full rights accorded these students but will not be allowed in school during regular school hours except by a scheduled arrangement.

I understand the attached policies and conditions for the alternative education program outlined above and agree to subscribe to them.

Signature of Student ______________________ **Date** __________
Signature of Parent ______________________ **Date** __________
Signature of Employer ______________________ **Date** __________
Signature of Principal ______________________ **Date** __________

Program Materials Questionnaire

Resource Number 49

Type of Program Alternative Learning Program - WECEP

Name and title of person completing survey Julie Wheeler - WECEP Coordinator

Mailing Address McFarland High School Phone 608-838-3166

5101 Farwell St.

McFarland, WI 53558

Please check appropriate descriptor(s) of material/resource

__ reading skills

__ math skills

__ language/writing skills

x speaking skills

__ study skills

x self-concept development

x socialization skills/inter-personal skills

x group guidance

x individual guidance

__ career education/career counseling

__ employability skills

__ life skills

__ other (please describe):

Title Turn Ons! 185 Strategies for Secondary Class-Rooms

Author Stephen K. Smuin

Name and Address of Publisher Fearon-Pitman Publishers

6 Davis Drive

Belmont CA 94002

Publication Date 1978 Cost

Brief description of material (e.g., content summary or topic):

Activities to be used in almost any classroom; social studies, English.

With groups - individual activities.

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire

Resource Number 50

Type of Program Alternative Learning Program - WECEP

Name and title of person completing survey Julie Wheeler - WECEP Coordinator

Mailing Address McFarland High School Phone 608-838-3166

5101 Farwell St.

McFarland, WI 53558

Please check appropriate descriptor(s) of material/resource

x reading skills

__ math skills

__ language/writing skills

__ speaking skills

__ study skills

__ self-concept development

__ socialization skills/inter-personal skills

__ group guidance

__ individual guidance

x career education/career counseling

x employability skills

x life skills

__ other (please describe):

Title Wisconsin Survival

Author B. Hall and D. Lee

Name and Address of Publisher Holt, Rinehart and Winston, CBS, Inc., 901 N. Elm Street, Hinsdale, IL 60521

Publication Date 1979 Cost $3.69 text
2.39 teacher guide

Brief description of material (e.g., content summary or topic):

Activities which use Wisconsin as a reference base. Topics include:

1. Place to Rent
2. Want Ads, Forms
3. Checking Accounts
4. Loans and Credit
5. Income Tax
6. Road Maps

Skill and grade level of students for which materials can be used:

7 - 12

Program Materials Questionnaire

Resource Number 51

Type of Program: Alternative Learning Program

Name and title of person completing survey: Julie Wheeler - WECEP Coordinator

Mailing Address: McFarland High School
5101 Farwell St.
McFarland, WI 53558

Phone: 608-838-3166

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: Work Experience Workbook

Author: Doris M. Harris

Name and Address of Publisher: Career Associates
P.O. Box 2316
Newport Beach, CA 92663

Publication Date: 1976

Cost:

Brief description of material (e.g., content summary or topic):

To be used along with work experience; questions on job placement, getting along with employers, co-workers

Skill and grade level of students for which materials can be used:

7 - 12

Program Materials Questionnaire

Resource Number 52

Type of Program: Alternative Learning Program - WECEP

Name and title of person completing survey: Julie Wheeler - WECEP Coordinator

Mailing Address: McFarland High School
5101 Farwell St.
McFarland, WI 53558

Phone: 608-838-3166

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: Career Education Program

Author: H. Eugene Wysang

Name and Address of Publisher: Houghton Mifflin Co.
1900 S. Baravia Ave.
Geneva IL 61034

Publication Date: 1973

Cost:

Brief description of material (e.g., content summary or topic):

Lessons for individuals and groups on career choices, looking for a job.

Skill and grade level of students for which materials can be used:

9 - 12

Program Materials Questionnaire

Resource Number 53

Type of Program Continuing Education Program (for dropout students)

Name and title of person completing survey Kathy Lodes (Coordinator)

Mailing Address Menasha High School Phone 414-725-5244

Seventh Street

Menasha, WI 54952

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- x socialization skills/inter-personal skills
- x group guidance
- x individual guidance
- x career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Employment Interview Activity

Author

Name and Address of Publisher J. Weston Walch,

Portland, Maine 04104

Publication Date 1977 Cost

Brief description of material (e.g., content summary or topic):

Tape of 4 Interviews (from poor to excellent)

Ditto masters of exercises and application blanks

Skill and grade level of students for which materials can be used:

7 - 12

Program Materials Questionnaire

Resource Number 54

Type of Program Dropout Prevention Program - "Student Support"

Name and title of person completing survey Ms. Marcia Kuntz - Program Counselor

Mailing Address Middleton High School Phone 608-836-7641

7400 North Ave.

Middleton, WI 53562

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- x socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- x life skills
- __ other (please describe):

Title Contemporary Concerns of Youth

Author Schwarzrock, S.P.

Name and Address of Publisher American Guidance Service

Publishers Building

Circle Pines, MN

Publication Date 1979 Cost

Brief description of material (e.g., content summary or topic):

Materials for dicsussion, problem solving, personal, and social development. Includes leader's guide and student spirit masters---Excellent!

Skill and grade level of students for which materials can be used:

It claims grades 7 - 12, however, high school age is more appropriate.

Program Materials Questionnaire

Resource Number 55

Type of Program: Dropout Prevention Program

Name and title of person completing survey: Ms. Marcia Kuntz, Program Counselor

Mailing Address: Middleton High School
7400 North Ave.
Middleton, WI 53562

Phone: 608-836-7641

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☒ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title: Current Lifestyles Magazine

Author:

Name and Address of Publisher:
Curriculum Innovations, Inc.
Highwood, IL

Publication Date: Current

Cost: $3.95/yr

Brief description of material (e.g., content summary or topic):

Concerns human development in current issues, e.g., suicide, sexuality, depression, aging, drug abuse.

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire

Resource Number 56

Type of Program: Dropout Prevention Program

Name and title of person completing survey: Marcia Kuntz - Program Counselor

Mailing Address: Middleton High School
7400 North Ave
Middleton, WI 53562

Phone: 608-836-7641

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title: Survival Reading Skills

Author: Pyrczak, F.

Name and Address of Publisher: J. Weston Walch
Portland, Maine 04104

Publication Date:

Cost:

Brief description of material (e.g., content summary or topic):

50 spirit masters involving life skills

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire **Resource Number 57**

Type of Program Dropout Prevention Program

Name and title of person completing survey Marcia Kuntz - Program Counselor

Mailing Address Middleton High School Phone 608-836-7641

7400 North Ave.

Middleton, WI 53562

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
x career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Career World Magazine

Author

Name and Address of Publisher

Curriculum Innovations, Inc.

Highwood, IL

Publication Date current Cost $3.95/yr

Brief description of material (e.g., content summary or topic):

Careers

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire **Resource Number 59**

Type of Program Dropout Prevention Program

Name and title of person completing survey Marcia Kuntz - Program Counselor

Mailing Address Middleton High School Phone 608-836-7641

7400 North Ave.

Middleton, WI

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
x study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Study Power: The Way To The Top

Author Mitzi MacGowen - Reading Specialist, Middleton HS

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Study skills packet includes: Time schedules, and concentration, sizing up reading tasks, developing vocabulary skills, SQ3R, note-taking, test-taking skills, increasing your reading speed.

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire

Resource Number 59

Type of Program: Dropout Prevention Program

Name and title of person completing survey: Marcia Kuntz - Program Counselor

Mailing Address: Middleton High School
7400 North Ave.
Middleton, WI 53562

Phone: 608-836-7641

Please check appropriate descriptor(s) of material/resource

- ___ reading skills
- ___ math skills
- ___ language/writing skills
- ___ speaking skills
- ___ study skills
- ___ self-concept development
- ___ socialization skills/interpersonal skills
- ___ group guidance
- ___ individual guidance
- ___ career education/career counseling
- x employability skills
- x life skills
- ___ other (please describe):

Title: Wisconsin Survival

Author: Hall, B.L. and Lee, D.

Name and Address of Publisher: Holt, Rinehart and Winston Publishers

Publication Date: 1979 Cost: ___

Brief description of material (e.g., content summary or topic):

"Helps students develop, through practical experiences, the basic skills necessary to start an independent life as a resident of Wisconsin"

Skill and grade level of students for which materials can be used:

Grades 9 - 12

Program Materials Questionnaire

Resource Number 60

Type of Program: Special Group Counseling Program for Pre-Dropout Seventh Graders

Name and title of person completing survey: Jeffrey Zdrale, Director of P.P.S.

Mailing Address: Neenah Joint School District
410 South Commercial Street
Neenah, WI 54956

Phone: 414-729-6819

Please check appropriate descriptor(s) of material/resource

- ___ reading skills
- ___ math skills
- ___ language/writing skills
- ___ speaking skills
- x study skills
- x self-concept development
- x socialization skills/interpersonal skills
- x group guidance
- ___ individual guidance
- x career education/career counseling
- x employability skills
- ___ life skills
- ___ other (please describe):

Title: Found in our Guide, "Group Guidance in the Secondary Schools."

Author: E. Kiryakakis, J. Mulroy, S. Oliver, J. Zdrale

Name and Address of Publisher: locally produced

Publication Date: Fall, 1979 Cost: ---

Brief description of material (e.g., content summary or topic):

Lesson guides for seventh - twelfth grade group guidance experiences. Includes the plans for the "In-Step" program.

Skill and grade level of students for which materials can be used:

All students in grades seven through twelve.

Program Materials Questionnaire **Resource Number 61**

Type of Program Reading-Study Skills Center

Name and title of person completing survey Joyce Alswager: Reading Consultant

Mailing Address Oconto Falls High School
Oconto Falls, WI 54154

Phone 414-846-3216

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☐ self-concept development
- ☐ socialization skills/interpersonal skills
- ☐ group guidance
- ☒ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title The New Streamlined English Series

Author Laubach, Kirk, Laubach

Name and Address of Publisher New Readers Press,
Publishing Division of Laubach International.
Box 131, Syracuse, NY 13210

Publication Date 1969 Cost

Brief description of material (e.g., content summary or topic):

This series of 5 books combines reading, writing, language skills and phonics. I don't teach it as directed, but as taught for normal reading skill development and as the need of each individual student demands. For best results it must be taught one on one, as this is what it was written for.

Skill and grade level of students for which materials can be used:

0 reading level to about 5th grade level.

Program Materials Questionnaire **Resource Number 62**

Type of Program Reading Study Skills Center

Name and title of person completing survey Joyce Alswager: Reading Consultant

Mailing Address Oconto Falls High School
Oconto Falls, WI 54154

Phone 414-846-3216

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☐ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☒ self-concept development
- ☐ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title The Now Student, Revised Edition

Author Edward Spargo

Name and Address of Publisher
Jamestown Publishers
Providence, RI

Publication Date 1977 Cost

Brief description of material (e.g., content summary or topic):

The content of the book covers study skills and helps develop positive attitudes toward studying. It presents the study method of analyzing sentences and paragraphs. It describes note taking and how to write efficiently. It also has a chapter on improving handwriting. Again success depends on the teacher and how many students in the group.

Skill and grade level of students for which materials can be used:

This book can be best used by students whose reading level is 9.0 or above.

Program Materials Questionnaire **Resource Number 63**

Type of Program Reading-Study Skills Center

Name and title of person completing survey Joyce Alswager: Reading Consultant

Mailing Address Oconto Falls High School
Oconto Falls, WI 54154

Phone 414-846-3216

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/interpersonal skills
__ group guidance
x individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Stanford Diagnostic Reading Test

Author Karlsen, Madden, Gardner

Name and Address of Publisher
Harcourt, Brace Jovanovich, Inc.
New York, NY

Publication Date 1977 Cost

Brief description of material (e.g., content summary or topic):

This test is the jumping off point from which I select the proper materials for each student. The test indicates 5 areas of reading. I give the test in almost reverse order: #4, #5, #3, #2, #1. If the student doesn't obtain a Stanine of 4 on the phonics, I stop the test and begin with the teaching of phonics.

Skill and grade level of students for which materials can be used:

1 - 12

Program Materials Questionnaire **Resource Number 64**

Type of Program CETA Career Counseling

Name and title of person completing survey Laura Halverson, Project Director

Mailing Address CESA #11
205 Main
Onalaska, WI 54650

Phone 608-785-9372

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
x socialization skills/interpersonal skills
x group guidance
x individual guidance
x career education/career counseling
__ employability skills
x life skills
__ other (please describe):

Title Interchange

Author Geraldine Ball

Name and Address of Publisher Human Develop Training Ins
7574 University Avenue
La Mesa, CA 92041

Publication Date 1977 Cost $189.00

Brief description of material (e.g., content summary or topic):

Worksheets and group discussion statements. 40 areas of personal development topics. Excellent.

Skill and grade level of students for which materials can be used:

Senior High School. Limited amount of reading, could be used with 5th grade reading level.

Program Materials Questionnaire

Resource Number 65

Type of Program Motivational (Preventive Guidance)

Name and title of person completing survey Gordon McFarlane

Mailing Address Plymouth High School
Highland Avenue
Plymouth, WI 53073

Phone 414-893-6911

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☒ socialization skills/interpersonal skills
- ☒ group guidance
- ☒ individual guidance
- ☒ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title 8 (16mm) Motivational Movies

Author Marilyn Van DeBur

Name and Address of Publisher Marilyn Van DeBur
Motivational Institute, 718 17th St. Suite #800,
Denver, CO 80202

Publication Date 1980 Cost $400+ (each movie)

Brief description of material (e.g., content summary or topic):

Movie Titles

1. Surprise of Failure
2. You Decide
3. Yes You Can
4. Accept and Excel
5. All Successful People Have It
6. Acquiring Greatness
7. Detour: A Challenge
8. If You Don't, Who Will?

Skill and grade level of students for which materials can be used:

Best for 14-17 year old students. Excellent motivational tools to encourage self-examination and plan for necessary changes.

Program Materials Questionnaire

Resource Number 66

Type of Program Preventive Guidance

Name and title of person completing survey Gordon McFarlane

Mailing Address Riverview Middle School
Plymouth, WI 53073

Phone 414-892-4353

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☒ self-concept development
- ☒ socialization skills/interpersonal skills
- ☒ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Self Incorporated (Educational Television)

Author Agency for Instructional Television

Name and Address of Publisher
AIT, Box A, Bloomington, Indiana 47410

Publication Date 1975 Cost Free-if taped by user

Brief description of material (e.g., content summary or topic):

Helps early adolescents cope with the emotional and social problems that arise as a result of the physical and social changes they are experiencing. Privacy, peer group pressures, families, cliques, are a few of the topics presented.

Skill and grade level of students for which materials can be used:

Health Education -- Grades 7 - 9

Stimulates students to reflect on and talk candidly about their concerns.

Program Materials Questionnaire

Resource Number 67

Type of Program: Alternative Education (A remedial, basic skills program)

Name and title of person completing survey: Barrett Genson

Mailing Address: Port Washington High School
427 W. Jackson St
Port Washington, WI 53074

Phone: 414-284-5569 ext. 48

Please check appropriate descriptor(s) of material/resource

- ☒ reading skills
- ☒ math skills
- ☒ language/writing skills
- ☐ speaking skills
- ☒ study skills
- ☒ self-concept development
- ☒ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date

Cost

Brief description of material (e.g., content summary or topic):

(see attachment a)

Skill and grade level of students for which materials can be used:

Resource Number 67
Attachment a

Since the Alternate Education Program at Port Washington High School involves freshmen, sophomore, and junior classes in the required subject areas of math, social studies, science, and English, to list all the materials we use would be too voluminous to mention here. The following however, represents a sampling of some of the materials that are used:

Math 9

"Basic Skills in Mathematics" - Allyn and Bacon
"Individualizing Mathematics" - Addison and Wesley

(Both of the above materials are aimed at individualizing basic math processes for students)

Science 9

"Ideas and investigations in Science Series" (Wong) - Prentice-Hall
"Biology Work-a-Text" - Cambridge

English 9

"English Workshop-1st Course" - Harcourt, Brace, Jovanovich

(A variety of other reading materials are also used such as *Scope* magazine published by Scholastic.)

Social Studies 9

"Successcore" - McKnight
"Decision Making" - McKnight
"Real Life Citizenship Skills" - Scholastic
"Reading Improvement" - Cambridge
"Scope Series--Survival, Human Behavior, Who Am I, The Family" - Scholastic
"News For You" - New Readers Press

The second and third year of the AE program is really a continuation of the above materials. If I can be of service to provide more information on the second and third year course materials, please let me know.

Barrett Genson, Director
Alternate Education

Program Materials Questionnaire

Resource Number 68

Type of Program: Standards

Name and title of person completing survey: Thomas E. Fugate - School Counselor

Mailing Address: Washington Park High School
1901 12th Street
Racine, WI 53403

Phone: 414-637-3128

Please check appropriate descriptor(s) of material/resource

- x reading skills
- x math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- x career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title: Ohio Work Values Inventory

Author: L.W. Hales and B.J. Fenner

Name and Address of Publisher: B.S. Fenner
275 N. Revere Road
Akron, OH 44313

Publication Date: ____ Cost: 25¢/copy

Brief description of material (e.g., content summary or topic):

Students complete and score a series of questions which provide a profile of the students' work values (e.g., altruism, object orientation, security, control, self realization, independence, money, task satisfaction, solitude, ideas/data, and prestige).

Skill and grade level of students for which materials can be used:

9 - 12 grades

Program Materials Questionnaire

Resource Number 69

Type of Program: Standards - Program

Name and title of person completing survey: Thomas E. Fugate - School Counselor

Mailing Address: Washington Park High School
1901 12th Street
Racine, WI 53405

Phone: 414-637-3128

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- x math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title: Trouble-Shooting Mathematics Skills

Author: Allen L. Bernstein & David Wells

Name and Address of Publisher:
Holt, Rinehart, and Winston, Inc.

Publication Date: ____ Cost: ____

Brief description of material (e.g., content summary or topic):

Basic computations involving whole numbers, fractions, and decimals. Some work on metric system, percents, and practical applications for computational skills.

Strengths - can be used in a highly individualized manner - exercises and tests after each unit.

Weaknesses - not enough practical application.

Skill and grade level of students for which materials can be used:

9 - 12 for students with computational skill deficiencies.

(See attached sheet for extra materials)

Resource Number 69
Attachment a

Buying with Sense, Carol King
Published by Fearon Education/a Division of Pitman Learning, Inc.
Belmont, CA

Great as a supplemental text; emphasis on day to day experiences with money matters.

Mathematics Skill Builder, Layce C. Gossage
Published by South Western Publishing Co.
West Chicago, IL

A combination of computational practice exercises followed by practical application of those skills.

Program Materials Questionnaire

Resource Number 70

Type of Program W.A.V.E.

Name and title of person completing survey Carolyn Azarian - teacher

Mailing Address Washington School Phone 414-632-1850
914 St. Patrick Street
Racine, WI 53404

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/inter-personal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☐ employability skills
- ☒ life skills
- ☐ other (please describe):

Title Consumer Survival Kits

Author Maryland Center for Public Broadcasting

Name and Address of Publisher
Owings Mills
Maryland 21117

Publication Date 1975-78 Cost

Brief description of material (e.g., content summary or topic):

The kits are publications dealing with various comsumer interests: i.e. How to Use Small Claims Courts, Exercise, Borrowing Money, Kid Consumer, Banking, Funeral, Lawyers, Marriage, etc.

There had been a television program entitled "Consumer Survival Kit" which we viewed also.

Skill and grade level of students for which materials can be used:

Average to above

Program Materials Questionnaire **Resource Number 71**

Type of Program W.A.V.E.

Name and title of person completing survey Carolyn Azarian - teacher

Mailing Address Washington School Phone 414-632-1850

914 St. Patrick Street

Racine, WI 53404

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- x_ life skills
- __ other (please describe):

Title

Author

Name and Address of Publisher

Changing Times Educational Service

1729 H Street, N.W., Washington, DC 20006

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Consumer Education Books, Simulation Games and Filmstrip Kits. Also, several of the Inquiry-Oriented Mine-Units.

Skill and grade level of students for which materials can be used:

High School - Average ability needed.

Program Materials Questionnaire **Resource Number 72**

Type of Program W.A.V.E.

Name and title of person completing survey Carolyn Azarian - teacher

Mailing Address Washington School Phone 414-632-1850

914 St. Patrick Street

Racine, WI 53402

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- x_ life skills
- __ other (please describe):

Title Unigraph Series on Consumer Economics

Author

Name and Address of Publisher

Unigraph

P.O. Box 24287, Seattle, WA 98124

Publication Date Cost

Brief description of material (e.g., content summary or topic):

There are approximately 17 Learning Activity Packages covering topics in Consumer Education. Examples: Advertising, Life Insurance, Budgeting, Comparison Shopping, Credit, Food Additives, Payroll Deductions.

Skill and grade level of students for which materials can be used:

Grades 7 - 12, reading level of 7th grade

Program Materials Questionnaire **Resource Number 73**

Type of Program W.A.V.E.

Name and title of person completing survey J. Linstroth - Teacher

Mailing Address Washington School
914 St. Patrick Street
Racine, WI 53402

Phone 414-632-1850

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- x career education/career counseling
- x employability skills
- __ life skills
- __ other (please describe):

Title Occupational Exploration Kit

Author Science Research Associates - Dr. L. Belanger

Name and Address of Publisher
S.R.A. Chicago, IL

Publication Date 1964 Cost

Brief description of material (e.g., content summary or topic):

A collection of 300 occupational briefs.

Skill and grade level of students for which materials can be used:

9th grade and above, average skill.

Program Materials Questionnaire **Resource Number 74**

Type of Program

Name and title of person completing survey Tom Shields

Mailing Address East Third and Park
Richland Center, WI 53581

Phone 608-647-6131

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- x study skills
- x self-concept development
- x socialization skills/interpersonal skills
- __ group guidance
- x individual guidance
- x career education/career counseling
- __ employability skills
- x life skills
- __ other (please describe):

Title Top 20

Author Tom Shields

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Referral Process, Goal Cards, Attitude Tests, Inquiry Forms, Student Prufile Shrets, and letters home.

A program that has proved its worth for the last six years at Richland Center High School.

1. Prevent student alienation
2. Foster parental cooperation
3. Insure fulfillment of school obligation (see attached sheet)

Skill and grade level of students for which materials can be used:

K through 12

Resource Number 74
Attachment a

4. Improve teacher empathy for their students
5. Improve the school atmosphere
6. Action plan for a solution

The Top 20 Program matches a troubled student with a teacher. Together they work to help the student with behaviorial, attendance, scholastic, or adjustment problems.

Inquiry forms are sent out to each of the student's classroom teachers indicating attendance, work completed, attitude, etc. At least once each week the student meets to review the forms, discuss progress, personal concerns, etc. The inquiry forms are then sent home to the student's parents.

Through communication, documentation and caring solutions become obvious.

We do give inservices for schools interested in our Top 20 Program.

Program Materials Questionnaire

Resource Number 75

Type of Program STP - Student Teacher Program

Name and title of person completing survey Carol Troestler, STP Aide

Mailing Address Sauk Praire High School
Sauk City, WI 53583

Phone 608-643-3336

Please check appropriate descriptor(s) of material/resource

☐ reading skills
☐ math skills
☐ language/writing skills
☐ speaking skills
☐ study skills
☒ self-concept development
☒ socialization skills/inter-personal skills
☐ group guidance
☐ individual guidance
☐ career education/career counseling
☐ employability skills
☒ life skills
☐ other (please describe):

Title Reaching Out

Author David W. Johnson

Name and Address of Publisher Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Publication Date 1972

Cost $9.95

Brief description of material (e.g., content summary or topic):

Reaching Out is a book of theory and exercises to develop effective interpersonal skills and develop self concept. The exercises are best done in a group.

Skill and grade level of students for which materials can be used:

High School

Program Materials Questionnaire

Resource Number 76

Type of Program Youth Employment Training Program

Name and title of person completing survey Sandy Seiler - YETP Teacher

Mailing Address 6500 Alderson
Schofield WI 54476

Phone 715-359-6561

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- x socialization skills/inter-personal skills
- __ group guidance
- x individual guidance
- __ career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title The New Model Me

Author

Name and Address of Publisher Educational Research Council of America: Rockerfeller Bldg.
Cleveland OH 44115

Publication Date 1973 Cost $2.20/book

Brief description of material (e.g., content summary or topic):

Human behavior
Study of Self
Values
Change
Family Controls
Conflict

Skill and grade level of students for which materials can be used:

Program Materials Questionnaire

Resource Number 77

Type of Program WECEP

Name and title of person completing survey Allen Stessmann - WECEP Coordinator

Mailing Address Farnsworth Junior High School
1017 Union Ave.
Sheboygan, WI 53081

Phone 414-459-3655

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- x socialization skills/inter-personal skills
- x group guidance
- __ individual guidance
- x career education/career counseling
- __ employability skills
- x life skills
- __ other (please describe):

Title Janus Job Planner

Author Wing Jew - Robert Tong

Name and Address of Publisher
Janus Book Publishers
Haywood, CA

Publication Date 1976 Cost

Brief description of material (e.g., content summary or topic):

Interest survey, working conditions on jobs, values, personal pay and expenses, job selection, attitude on the job.

Skill and grade level of students for which materials can be used:

7 - 9 grades -- a little simple, but many of the activities clearly make their point.

Not all sections are at a 9th grade level.

Program Materials Questionnaire **Resource Number 78**

Type of Program WECEP

Name and title of person completing survey Allen Stessmann - WECEP Coordinator

Mailing Address Farnsworth Junior High School Phone 414-459-3655
1017 Union Ave
Sheboygan, WI 53081

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- x math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title Real Life Math Skills

Author

Name and Address of Publisher Scholastic Book Service
50 W. 44th St.
New York, NY 10036

Publication Date 1978 Cost

Brief description of material (e.g., content summary or topic):

Topics cover basic math, daily expenses and record keeping, money management, math on the job, leisure math and reference tables.

Skill and grade level of students for which materials can be used:

Grades 7 - 9 skill level

Excellent for 8th and 9th grade students

Very practical--short, one period units.

Program Materials Questionnaire **Resource Number 79**

Type of Program WECEP

Name and title of person completing survey Susan Slinde - WECEP Coordinator

Mailing Address Stoughton Senior High Phone 608-873-6696
Lincoln Road
Stoughton, WI 53589

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- x career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Employability Skills Program

Author Ray and Lambert

Name and Address of Publisher WVSC
964 Educational Sciences Building
Madison, WI 53706

Publication Date 1976 Cost $360.00

Brief description of material (e.g., content summary or topic):

Eighteen fimstrips and tapes. Also Instructor's Guide and Worksheets. Personal Values, Letter Writing and Resumes, Job Leads, Job Interviews, Wages, Unions, Money Management, Changing Jobs, and Career Ladder.

Skill and grade level of students for which materials can be used:

High School Version - Excellent program - I highly recommend it for nucleus of WECEP program!

Program Materials Questionnaire **Resource Number 80**

Type of Program Work Experience Career Exploration Program

Name and title of person completing survey Jac Blasi, WECEP Coordinator

Mailing Address 220 Kroncke Drive
Sun Prairie, WI 53890

Phone 608 837-2541 ext. 334

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
X_ language/writing skills
__ speaking skills
__ study skills
X_ self-concept development
X_ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
X_ life skills
__ other (please describe):

Title News Game

Author Milwaukee Journal

Name and Address of Publisher

Publication Date weekly Cost free

Brief description of material (e.g., content summary or topic):

News quiz --- general interest --- non-threatening.

Builds students self-esteem and social awareness.

Given orally to teams of 3 or 4 -- yearly totals kept.

Skill and grade level of students for which materials can be used:

Lower level 9th - 11th grade

Program Materials Questionnaire **Resource Number 81**

Type of Program In School Work Project - "Forest Resources"

Name and title of person completing survey Gary Braun - Guidance Director

Mailing Address Suring High School
Suring, WI 54134

Phone 414-842-2181

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
__ socialization skills/inter-personal skills
x group guidance
x individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

This program is designed for students with special needs of problems. Six to ten students each semester who are having academic, truancy, etc. problems are encouraged to participate. Our biology teacher takes these students Tuesday and Thursday afternoon for three periods and works in the school forest or other project around school. He also helps these students with other courses if they are having some difficulties. This program has helped students develop a positive self concept about themselves and has prevented some students from dropping out of school.

Program Materials Questionnaire **Resource Number 82**

Type of Program Goals

Name and title of person completing survey Bruce King

Mailing Address Watertown High School Phone 414-261-2371
505 S. 8th Street
Watertown, WI 53094

Please check appropriate descriptor(s) of material/resource

- x reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Follett Coping Skills Series

Author McVey and Associates

Name and Address of Publisher
Follett Publishing
Chicago

Publication Date ____ Cost ____

Brief description of material (e.g., content summary or topic):

6 workbooks on different life and career skills

Skill and grade level of students for which materials can be used:

Senior high/middle school reading level

Program Materials Questionnaire **Resource Number 83**

Type of Program Goals

Name and title of person completing survey Bruce King

Mailing Address Watertown Senior High School Phone 414-261-2371
505 S. 8th Street
Watertown, WI 53094

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- x socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title Handbook of Human Relations Classroom Activities

Author ____

Name and Address of Publisher
Department of Human Relations, Madison Public
Schools, 545 W. Dayton, Madison, WI 53703

Publication Date ____ Cost ____

Brief description of material (e.g., content summary or topic):

Variety of classroom activities to promote communication and understanding of self and others.

Skill and grade level of students for which materials can be used:

Activities for all grades. Very challenging to use with senior high dropout prone students.

Program Materials Questionnaire

Resource Number 84

Type of Program WECEP

Name and title of person completing survey Kathleen Butler

Mailing Address Waunakee High School
School Drive
Waunakee, WI

Phone 608-849-4104

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- x individual guidance
- __ career education/ career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title Families in Crisis

Author

Name and Address of Publisher Coronet
65 East South Water Street
Chicago, IL 60601

Publication Date 1976 Cost $129.00

Brief description of material (e.g., content summary or topic):

Filmstrip and Cassette on:
Divorce
Occupational Stress
A Handicapped Child
Coping with Death
Care of the Aged
Financial Reverses
Pulling Up Roots
A Brush with the Law

Skill and grade level of students for which materials can be used:

Junior High/Senior High School

Program Materials Questionnaire

Resource Number 85

Type of Program WECEP

Name and title of person completing survey Kathleen Butler

Mailing Address Waunakee High School
School Drive
Waunakee, WI 53592

Phone 608-849-4104

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- x self-concept development
- __ socialization skills/inter-personal skills
- __ group guidance
- __ individual guidance
- x career education/ career counseling
- x employability skills
- x life skills
- __ other (please describe):

Title Life Skills - Getting a Job

Author

Name and Address of Publisher Society for Visual Ed, Inc
1345 Diversey Parkway
Chicago, IL 60614

Publication Date 1978 Cost $104.00

Brief description of material (e.g., content summary or topic):

4 filmstrips and 4 cassettes:

1. Making a Career Decision
2. Preparing to Hold a Job
3. Looking for a Job
4. The Job Interview

Skill and grade level of students for which materials can be used:

Grades 9 - 12

Program Materials Questionnaire **Resource Number 86**

Type of Program Instructional Materials Teachers

Name and title of person completing survey Barb Fehring/Pam Stecker

Mailing Address CESA 13 Phone 414-324-4461

908 W. Main

Waupun WI 53963

Please check appropriate descriptor(s) of material/resource

x reading skills
x math skills
x language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Real Life - Writing, Reading and Math Skills

Author

Name and Address of Publisher Scholastic Book Service

904 Sylvan Ave.

Englewood Cliffs, NJ 07632

Publication Date Cost

Brief description of material (e.g., content summary or topic):

Consists of workbooks, spirit masters, T.G., and visual acetates.

--Stresses competency skills for functioning outside the classroom (also books on citizenship, consumer education and reading and writing on the job)

Skill and grade level of students for which materials can be used:

Grade Levels 9 - 12 (for lower functioning students)

Program Materials Questionnaire **Resource Number 87**

Type of Program Instructional Materials Teachers/SEIMC

Name and title of person completing survey Barb Fehring/Pam Stecker

Mailing Address CESA 13 Phone 414-324-4461

908 W. Main

Waupun, WI 53963

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Sports Reading Series

Author

Name and Address of Publisher Bowmar/Noble Publishers

4563 Colorado Blvd.

Los Angeles, CA 90039

Publication Date Cost $195.00 for 3 kits

Brief description of material (e.g., content summary or topic):

3 kits - one on baseball, basketball, and football. Each kit has 50 stories printed on cards followed by comprehension questions on the back.

Skill and grade level of students for which materials can be used:

Reading Levels - 2.0 - 4.3

Grade Levels 4 - 12

Program Materials Questionnaire Resource Number 88

Type of Program Alternative Education - CORE

Name and title of person completing survey Penny Thompson

Mailing Address Wausau West High School Phone 715-675-3351

1200 W. Wausau Ave.
Wausau WI 54401

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
x life skills
__ other (please describe):

Title The Be Informed Series

Author

Name and Address of Publisher New Reader's Press

Box 131, Syracuse, NY 13210

Publication Date 1976 Cost

Brief description of material (e.g., content summary or topic):

Basic units ranging from Personal Credit, Owning a Car, Insurance, Renting, Taxes, Drugs, etc.

Skill and grade level of students for which materials can be used:

Reading Level 4 - 6th

Presently using with 10th graders - along with teacher-made work sheets

---

Program Materials Questionnaire Resource Number 89

Type of Program Alternative Education - CORE

Name and title of person completing survey Penny Thompson

Mailing Address Wausau West High School Phone 715-675-3351

1200 W. Wausau Ave.
Wausau, WI 54401

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
x self-concept development
x socialization skills/inter-personal skills
x group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Getting It Together

Author Phyllis Anne Harrison, M.D.

Name and Address of Publisher Globe Book Company

50 W. 23rd St.
New York, NY 10010

Publication Date 1973 Cost $3.18

Brief description of material (e.g., content summary or topic):

Presents basic concepts and terms which help students sort out everyday stresses and think out more clearly about their problems

Skill and grade level of students for which materials can be used:

Presently used with 10th graders - along with teacher-made units

Program Materials Questionnaire **Resource Number 90**

Type of Program Alternative Education

Name and title of person completing survey Penny Thompson

Mailing Address Wausau West High Phone 715-675-3351
1200 W. Wausau Ave.
Wausau, WI 54401

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
x language/writing skills
__ speaking skills
x study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title English for Everyday Living

Author Nell Stiglitz Reitman/Sally Shapiro Pellati

Name and Address of Publisher Ideal Publications
11000 S. Lavergne Ave.
Oak Lawn IL 60453

Publication Date 1976 Cost $8.25

Brief description of material (e.g., content summary or topic):

Practical skills in English using practical vocabulary and high interest content

Skill and grade level of students for which materials can be used:

Presently being used with 10th graders along with supplementary worksheets and units.

Program Materials Questionnaire **Resource Number 91**

Type of Program Alternative Education - CORE

Name and title of person completing survey Penny Thompson, Teacher

Mailing Address Wausau West High School Phone 715-675-3351
1200 W. Wausau Ave
Wausau, WI 54401

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title Triple Takes

Author Sally Senzell Berke

Name and Address of Publisher Reader's Digest
Educational Division, Reader's Digest Services, Inc.
Pleasantville, NY 10570

Publication Date 1979 Cost $2.16 each

Brief description of material (e.g., content summary or topic):

Directed reading lessons in content, functional and recreational reading

12 Books

Skill and grade level of students for which materials can be used:

Readability 3.0 - 9.0

Program Materials Questionnaire

Resource Number 92

Type of Program Alternative Education -Wausau East

Name and title of person completing survey Julie Kolbeck-teacher

Mailing Address 708 Fulton Street
Wausau, WI 54401

Phone 715-845-7252

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☐ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☒ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Preparing for the World of Work

Author Frank C. Roskos

Name and Address of Publisher F.R. Publications
1103 St Paul Drive, Merrill, WI 54452

Publication Date 1979

Cost

Brief description of material (e.g., content summary or topic):

Written for the student who is planning to enter the world of work. Introduces the student to vocabulary and information needed for an effective work study program.

Skill and grade level of students for which materials can be used:

High School - lower ability

Program Materials Questionnaire

Resource Number 93

Type of Program Alternative Education Wausau East

Name and title of person completing survey Julie Kolbeck - teacher

Mailing Address 708 Fulton Street
Wausau, WI 54401

Phone 715-845-7252

Please check appropriate descriptor(s) of material/resource

- ☐ reading skills
- ☒ math skills
- ☐ language/writing skills
- ☐ speaking skills
- ☐ study skills
- ☐ self-concept development
- ☐ socialization skills/interpersonal skills
- ☐ group guidance
- ☐ individual guidance
- ☐ career education/career counseling
- ☒ employability skills
- ☐ life skills
- ☐ other (please describe):

Title Working Makes Sense

Author Charles Kahn and J. Bradley Hanna

Name and Address of Publisher Fearon-Pitman Pub. Inc
6 Davis Drive
Belmont CA 94002

Publication Date 1973

Cost $2.67 each

Brief description of material (e.g., content summary or topic):

Gives student practice in developing money-management skills with a strong consumer emphasis. Deals with fractions, time cards, percentages, payroll deductions, checking and savings accounts.

Skill and grade level of students for which materials can be used:

Reading level - grade 2.9

Interest level - grade 6 - 12 (young adult)

Program Materials Questionnaire **Resource Number 94**

Type of Program Basic Skills, Operation Motivation, Dropout Prevention

Name and title of person completing survey Charles Koch, Title I teacher

Mailing Address School District of White Lake Phone 715-882-2361

White Lake, WI 54491

Please check appropriate descriptor(s) of material/resource

- __ reading skills
- __ math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- x group guidance
- __ individual guidance
- x career education/career counseling
- __ employability skills
- __ life skills
- __ other (please describe):

Title Career Lab

Author Vivian Sourfiman

Name and Address of Publisher Westinghouse Learning Corporation, 5005 West 110th Street, Oak Lawn, IL 60453

Publication Date 1975 Cost

Brief description of material (e.g., content summary or topic):

Career Lab is a complete curriculum in career exploration. It is designed to provide students with self-instructional learning activities that will give them a taste of various aspects of the working world. The program is self-contained. The two major objectives are that the student will get to know himself/herself better and that the student will become familiar with the occupational options open to him/her so that they will be able to make better career choices.

Skill and grade level of students for which materials can be used:

7th - 9th grades

Program Materials Questionnaire **Resource Number 95**

Type of Program Basic Skills/Operation Motivation, Dropout Prevention

Name and title of person completing survey Charles Koch, Title I Teacher

Mailing Address School District of White Lake Phone 715-822-2361

White Lake, WI 54491

Please check appropriate descriptor(s) of material/resource

- x reading skills
- x math skills
- __ language/writing skills
- __ speaking skills
- __ study skills
- __ self-concept development
- __ socialization skills/interpersonal skills
- __ group guidance
- __ individual guidance
- __ career education/career counseling
- __ employability skills
- x life skills
- __ other (please describe):

Title PLUSS (Performance Learning Units on Survival Skills)

Author Gary R. Jones, Carlisle, PA

Name and Address of Publisher

Educational Development Corporation

Publication Date 1978 Cost

Brief description of material (e.g., content summary or topic):

The goals of the PLUSS reading program are to allow students to learn by doing and to motivate them by letting them exercise their reading and mathematical skills on practical application.

Skill and grade level of students for which materials can be used:

7th - 9th grades

ISP

Program Materials Questionnaire

Resource Number 96

Type of Program Basic Skills/Operation Motivation, Dropout Prevention

Name and title of person completing survey Charles Koch, Title I Teacher

Mailing Address School District of White Lake
White Lake, WI 54491

Phone 715-882-2361

Please check appropriate descriptor(s) of material/resource

x reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title R.F.U. (Reading for Understanding)

Author

Name and Address of Publisher

Publication Date 1965 Cost

Brief description of material (e.g., content summary or topic):

Short paragraphs used for comprehension development.

Skill and grade level of students for which materials can be used:

7th - 9th grades

Program Materials Questionnaire

Resource Number 97

Type of Program Career Math

Name and title of person completing survey Gerard Varich, LVEC

Mailing Address Muskego High School
Muskego
Wisconsin

Phone

Please check appropriate descriptor(s) of material/resource

__ reading skills
__ math skills
__ language/writing skills
__ speaking skills
__ study skills
__ self-concept development
__ socialization skills/inter-personal skills
__ group guidance
__ individual guidance
__ career education/career counseling
__ employability skills
__ life skills
__ other (please describe):

Title

Author

Name and Address of Publisher

Publication Date Cost

Brief description of material (e.g., content summary or topic):

(see attachment)

Skill and grade level of students for which materials can be used:

Resource Number 97
Attachment a

Names of Books

- Basic Algebra
- Calculation and Calculations
- Consumer Math
- Applied Math
- Business Math (Westinghouse)
- Applications Book
- Arithmetic Skills
- Math for Today (Blue or Red)
- Working Makes Sense
- Trouble Shooting Math
- Think Metric
- Career Math--Industry Trade
- Metric System
- Math for Consumers
- Auto Technicians
- Math for Carpenters
- Math for Electricians
- Math for Masons
- Math for Plumbers & Pipefitters
- Merchandising Math
- Math for Printers
- Math for the Nurse
- Business Math (Delmar)
- Basic Measurements
- Automotive Shop Math (1 & 2)
- Electronics Shop Math
- Fractions
- Decimals
- Percents
- Payroll
- Checking Accounts & Activities
- Skills for Everyday Living
- Consumer Related Mathematics
- Consumers Mathematics
- Spectrum Math Series (Y,G,B,P)
- Math Practice Pages
- Experiencing Life Through Math
- Reading Problems in Math
- Arithmetic Series (6,7,8)
- Basic Skills +,-,x,÷
- Consumer Math and You
- Applied Albegra 1
- Advanced Algebra
- Basic Trigonometry
- Buying Makes Sense
- Mathematics for Trade and Industrial Occupations
- Math for Food Service Occupations
- Math for Mechanical Drafting
- Math for Machinists
- Math for Welding

Evaluating Dropout Prevention Efforts

James Augustin
Roger Klumb
Jan Novak
Keith Ruzicka

Evaluating Dropout Prevention Efforts

Evaluation is a word which educators have heard with increasing frequency during the past decade. As educational needs have grown and resources have become more limited, calls for accountability have echoed through school board meeting rooms as well as the streets outside. Now, evaluation is regarded as an essential part of program development, and education programs in dropout prevention are no exception.

Why evaluate? What's the purpose? Evaluations can serve a multitude of motives, some more noble than others. Many individuals find that their projects and programs must be evaluated to satisfy the requirements of a funding source which, quite legitimately, wants to know what it's getting for the money. Other evaluations are conducted for a variety of highly political reasons - to dig up dirt which will spell out a program's demise, or to uncover any shred of evidence which may help save a floundering project from the hatchet, for example. Still other evaluations have been blindly pursued because they are "stylish" - the thing to do - but no one is really sure whether they are of any practical use. Whether or not a program is being evaluated for financial, political, or idiosyncratic reasons, it will benefit the reader to, first and foremost, approach evaluation as a decision-making tool--the cornerstone of the program improvement. The activity of collecting data will not, in itself, improve a program, but it will permit decision makers to make more informed and, hopefully, better decisions.

Types of Evaluation

Evaluation is more than just an event which occurs at the conclusion of a program or activity. It is a process which can yield useful information at each step in the development of a dropout prevention program, from needs assessment and planning to attainment of program objectives. One popular model, Stufflebeam's CIPP evaluation model (Phi Delta Kappa National Study Committee on Evaluation, 1971) delineates four types of evaluation - context, input, process, and product - which correspond to four basic stages in the developmental cycle of an educational program - needs assessment, planning, implementation, and evaluation of outcomes. These four types of evaluation can briefly be described as follows:

> *Context evaluation* provides information on problems and unmet needs which can be used in formulating goals and objectives. This information may be obtained from a variety of sources such as tests, attitude scales, observations, literature reviews, and surveys of perceived needs. Detailed information on context evaluation can be found in the chapter on needs assessment.
>
> *Input evaluation* provides information which will help identify the best strategies for meeting goals and objectives. Alternative procedures, materials, facilities, schedules, personnel requirements, and budgets are assessed. The appropriateness of process and product evaluation designs is also studied within input evaluation.
>
> *Process evaluation* provides feedback to practitioners on how and to what extent planned strategies and procedures are being implemented. The data provided by surveys, logs, and other records help personnel to monitor project activities so that necessary adjustments in the implementation of planned strategies can be made. The record of implementation which process evaluation yields will also be valuable in specifying the strategies which produce any outcomes revealed by product evaluation. Process evaluation usually receives heavier emphasis during earlier stages of implementation.
>
> *Product evaluation* provides information regarding project results and outcomes, including information on the extent to which objects are attained and individuals are affected. Product evaluations are often conducted simultaneously with process evaluations, but receive heavier emphasis after planned strategies have been fully implemented. The information obtained from a product evaluation, when combined with process evaluation data, can serve as valuable feedback for decisions regarding the continuation, modification, or termination of dropout prevention strategies.

A detailed and comprehensive discussion of educational evaluation issues and methodologies is beyond the scope and intention of this publication. For this reason, readers are encouraged to consult authoritative literature in the field, such as that listed in the bibliography for this section. The remainder of this section will highlight evaluation information which will help readers to conduct dropout prevention evaluations which are meaningful and useful in the decision-making/program improvement process. Several questions which can be asked prior to conducting an evaluation and several others which can be asked upon completion of an evaluation are included at the end of the section. Examples of tools and instruments used by program planners/evaluators have also been included at the end of the section (see "Attachments").

Preliminary Issues

A good evaluation - one which yields timely information that can be used in decision-making - doesn't happen by accident. It requires an investment of time, resources, and results from careful planning. But before the specifics of an evaluation design for a dropout prevention program are planned, several preliminary questions must be considered. These are questions regarding the formality of the evaluation, responsibility for its coordination, and whether the evaluation will be an "in-house" effort or conducted by an outside evaluator.

Before an evaluation can proceed, someone must assume primary responsibility for its direction and coordination from inception and design through reporting and disseminating the results. In some instances, the director or a staff member of the dropout prevention program to be evaluated will want to assume this role. In others, the program director may choose to designate a professional evaluator or other independent party as having primary responsibility. The choice will be based upon several factors including time and resources available, the purpose(s) of the evaluation, the decision-making audience(s), and the kinds of information needed.

It will also depend upon how formal or informal an evaluation is required or desired. If the school board requests a comprehensive formal report which objectively evaluates a large program so that it (the board) can make decisions regarding continued funding, a professional evaluator from outside the program would probably be more desirable and credible in the eyes of the board. On the other hand, if the director wants specific data solely for his or her own use, a self-conducted informal evaluation could be quite acceptable and appropriate. Each approach to evaluation has certain benefits and limitations.

Evaluation by a local staff. There are several advantages to having staff and administrators who participate in a dropout prevention program conduct an evaluation. Because of their participation, they are already familiar with the objectives, activities, facilities, schedules, students, personalities, and other program aspects of which any good evaluator must be aware. Further, local personnel may be able to complete the evaluation for a lower cost and/or more quickly than an external consultant.

On the other hand, local staff may have difficulty with evaluating the program in an objective manner. That is, their observations and conclusions may be biased because of their participation and involvement in the program. Other participants in the program may also have difficulty responding openly and honestly to questionnaires and interviews conducted by local staff, particularly when the evaluator is a supervisor or their superior.

If the decision is made to use local personnel in conducting the evaluation, the entire staff should be informed of this decision. An evaluator needs to operate with authority of the school administration, and the staff needs to be aware of the evaluator's authority. If the evaluation is to be done by staff members, realistic consideration must be given to their present schedules and other educational responsibilities. Some evaluation activities may be done during the regular school day, or before or after school hours. Other tasks might occur in summer during school vacation. Obviously, if conducting an evaluation is above and beyond regular educational responsibilities, extra pay, release time, or some other form of compensation will probably need to be provided.

Evaluation by external consultants. External consultants, individuals who are not regular employees of the school district, can be (but are not necessarily) better equipped to evaluate a program. Special expertise in planning and conducting evaluations as well as in reporting results may help to insure greater credibility of evaluation findings. The external consultant may be more objective in making observations and interpreting interviews and other types of data. They may also be able to obtain more open and honest comments, views, and responses from staff, students, and administrators - with guaranteed anonymity - than possible by a local staff member functioning as an in-house evaluator.

The following points regarding external evaluators are not necessarily negative and they may or may not be relevant to individual school or school districts, but should be considered. First, evaluations by external consultants are usually more expensive than those conducted by local staff. Second, the evaluation activities may require a greater period of time, and data collection activities may occur at inconvenient times and be disruptive to staff and/or students. Finally, external evaluations are not always conducted in a manner fully acceptable to local expectations. For example, it might not evaluate appropriate aspects of the program or it may concentrate on certain aspects that are considered to be irrelevant. Consequently, even if an evaluation is done by outside consultants, local staff will need to work closely with them and engage in frequent communication regarding their information needs and other details bearing upon a useful evaluation.

Assigning responsibility for an evaluation is not always a case of either internal or external. In some situations, local personnel may assume primary responsibility for planning, conducting, and reporting an evaluation, but rely upon external consultants for technical assistance in certain evaluation tasks such as instrument selection/construction, sampling, or data processing and statistical analyses. In other situations where the evaluation is done internally, an external evaluator could be called upon to conduct an evaluation audit. That is, the external evaluator would review the evaluation to verify that is was properly conducted, and that results and conclusions are valid.

The expertise and talents of evaluation consultants vary greatly and care should be taken in selecting one. Among the potential sources are universities and colleges, private firms, governmental agencies including the Department of Public Instruction, and other school districts. Important qualifications which should be examined in selecting a specific external evaluator or consultant include the following:

- training and expertise in evaluation methods
- knowledge of dropout prevention issues and approaches
- freedom from vested interests and political pressures
- acceptance and trust by program staff and administrators
- willingness and ability to communicate with staff regarding decisions and informational needs
- resources available to the evaluator
- time commitments which can be made
- cost of services

Timing. An evaluation should be conducted when there is a need for information for the decision-making process. Consequently, there is no one time at which it is best to begin or conclude an evaluation. In fact, useful, manageable evaluations will probably occur at several points in the life of a dropout prevention program and differ in their emphasis as pointed out in the earlier discussion of Stufflebeam's CIPP model.

Two important points to remember regarding timing are: 1) useful, well done evaluations require advanced planning and preparation; and 2) special effort must be taken to make sure that evaluation results are provided to decision-makers when they require them, before the decisions are made. The amount of time required will depend upon the evaluation design. That is, a one-shot questionnaire will take less time than a design involving repeated testing, interviews, or observations. The information desired from the evaluation will dictate to some degree the amount of time needed to collect and report it.

Evaluation Tasks

Once the preliminary decisions regarding responsibility and formality have been made, one can commence with the steps in the evaluation process. The following discussion presents a series of steps in the evaluation process which the reader may wish to follow. These procedures are not presented as a rigid prescription to be followed, but as a set of flexible guidelines to be modified as the specifics of each program and evaluation effort require.

1. *Identify the bounds of your evaluation*. Determine how widely or narrowly focused the evaluation will be. Will the evaluation gather data on a specific in-school program only, or will all dropout prevention services including those offered in the community be studied? Without placing some limits on what will be evaluated, you could find yourself designing an impact evaluation for your entire school district's curricula.

2. *Identify the audience(s) of the evaluation*. Who are the decision-makers, what decisions will they be making in the forseeable future, and what are their information needs? If you want to see the results of your evaluation used, the decision-makers must be identified and involved early on in the evaluation process. If the evaluation is designed to fulfill decision-makers specific information needs and they have invested some of their time and effort into the evaluation design, the likelihood of the results being used will be enhanced. Possible decision-makers for dropout prevention programs include, but are not limited to, local school boards, advisory committees, funding agencies, administrators, and program staff.

3. *Formulate specific evaluation questions*. What do the decision-makers want to know about dropout prevention? Are they interested in the impact a well established program has on students or do they want information on how well a recently planned program is actually being implemented? Many evaluations are conducted to determine whether a set of objectives has been attained. This is fine, but don't limit your evaluation simply to answering whether the official project objectives have been met when there are other important questions which decision-makers have. Questions should be clear and specific, and can be worded in conversational English. The importance of well-defined questions to an evaluation cannot be over emphasized. The quality of the questions will affect what information is obtained, how it is obtained, and its ultimate

quality and utility to the decision-makers. The following are a few examples of questions which might be addressed in an evaluation:

- How many students has the program served each year since its inception?
- What proportion of students placed in the program have eventually earned a high school diploma?
- How have attitudes toward school and work changed in students who have been involved in the program during the past two years?
- What kind of support, both verbally and behaviorally, does the program receive from parents?
- How much does the program cost, what is the cost per student, and how does this figure compare with the district cost per student?
- Has school attendance of students placed in the program improved significantly?
- Do students participating in the program feel that it is meeting their needs better than the regular instructional program?
- What is the current type and level of community involvement in the program?

4. *Identify the types of information which will provide answers to your evaluation questions and the sources (people, existing records, and documents) of this information?* This will help focus your data collection activities so that only data which will help to answer the evaluation questions will be collected. Eliminating the collection of superfluous information will save time and money and prevent needless frustrations.

5. *Prepare the evaluation design.* Specify the procedure or strategies which will be followed to collect data that will answer evaluation questions. The strategy used may vary from objective testing of experimental and control groups to subjective observations and interviews or surveys of individuals. At this step, required instrumentation is selected and/or constructed. Sampling procedures, data collection mechanics, and schedules are also specified. Data analysis procedures are also identified.

6. *Collect the data according to the evaluation design.* Document the specific data collection procedures followed particularly when they deviate from your original design.

7. *Process and analyze the data collected.* If your results will be computer analyzed, prepare the data for key punching. Perform hand tabulations and statistical analyses identified in your design so that the resulting statistics provide answers to the evaluation questions posed by the decision-makers.

It is beyond the scope of this document to provide a detailed discussion of statistical techniques which might be employed in evaluating dropout prevention programs. There are numerous references in the professional literature which can authoritatively address the topic of data analysis. Notable references are listed in the bibliography at the end of this chapter.

8. *Prepare a report of the evaluation results for decision-makers.* After the data has been collected, analyzed, and interpreted, a summary of the evaluation must be communicated to decision-makers and other interested persons (who might include parents and people involved in dropout prevention in other areas throughout the state and nation). Because potential readers of a report will vary widely in their background, level of expertise, and the decisions they must make, several different reports may be required. For example, a summary report of the evaluation intended to satisfy the curiosity of local taxpayers or PTA would probably be quite different from a comprehensive report used as part of a request for additional program funding. Both would probably be different from a report prepared to describe the results of the program to a group of educators at a professional conference or convention. The degree of detail to describe specific aspects, the level of sophistication of statistical analysis, the vocabulary and terminology used to describe the program, and its results will depend upon and vary with the audience for which the evaluation summary is intended.

It is particularly important to note that data revealing failures or problems can be as valuable to improving dropout prevention efforts as information on successes and should be reported. It should also be remembered that statistically significant results are not always educationally meaningful results, so special care should be taken in formulating the educational implications or recommendations arising from results obtained with any evaluation design.

A report of an evaluation should include the information outlined below. The format can be modified and expanded to suit the needs of the author.

I. Introduction

This section would include a description (including goals and objectives) of the program being evaluated, a statement of the purpose(s) of the evaluation effort, and the questions being answered.

II. Methodology

The evaluation design, instrumentation, subjects, sampling procedures, and other facets of the evaluation's procedures would be reported in this section.

III. Results and Discussion

A report of the data collected, including easy-to-read tables and figures would appear in this section. Results should answer the evaluation questions.

IV. Conclusions

In this section conclusions should be drawn and recommendations for change or improvement should be made based upon the findings. The evaluator may wish to make suggestions on future evaluation activities here.

V. Appendices

This section would include copies of instruments. More detailed tables and figures displaying data which are too lengthly or complex for placement in the text, yet of potential value to readers, can also be placed here.

9. *Disseminate the report of evaluation results to decision-makers and other audiences in an appropriate and timely manner.* Make sure that results are presented before decisions are made. For some decision-makers, a written report will suffice. Others may benefit from an oral presentation of the results in place of or in addition to a written presentation.

Facets of Dropout Prevention to be Evaluated

Many facets of dropout prevention can be evaluated. The facet or combination of facets that will need to be evaluated will depend upon the type of dropout prevention program, the purposes of the program, the stage of its development, and the informational needs of the decision-makers. Facets that have been evaluated by Wisconsin dropout prevention programs include:

- students' changes in behavior, knowledge, attitudes
- school and project staff
- out-of-school personnel
- advisory committees
- administrative personnel
- parents
- employers
- instructional and guidance activities
- facilities (equipment, buildings, etc.)
- supplies and materials

Other important facets may also be included or considered in the evaluation of certain dropout prevention programs. Each school's program will be different from every other program and will vary depending upon local resources, severity of the local dropout problem, cooperation by interested groups of persons, etc.

Methods of Evaluation

A variety of measurement and assessment strategies have been useful in evaluating dropout prevention programs. No one methodology is best for all situations. The best method will be the one that most closely fits the purpose of the evaluation and which yields the information needed by decision-makers. Eight information collection strategies which have been used by Wisconsin dropout prevention programs are anecdotal records, case studies, interviews, observations, questionnaires, rating scales, test results, and cummulative files and records.

Anecdotal records usually are brief narrative notes about interesting or biographical incidents related to the program. The *case study* is an intensive analysis of one individual unit, such as a person, the school or the community, which stresses developmental factors related to the program. *Interviews* are conducted to obtain information from participants about the program. The *observation strategy* requires the evaluator to actually observe or note the program in operation; then, after a record has been obtained, judgements or inferences may be made. *Questionnaires* are sets of questions that are designed to obtain statistically useful information. *Rating scales* are used to show individuals' relative estimates of their perceptions, attitudes, opinions, etc. about specified topics or events. *Test results* that measure academic skill mastery or achievement level also may be examined and compared to determine if progress has been made or changes have taken place. Finally, the various types of data which are available from *cummulative files and records* may be collected (for example, attendance records, grade averages, program costs) and analyzed.

Each evaluation strategy has advantages and limitations which are dependent upon numerous variables. For a more complete examination of evaluation strategies, techniques and methods, a measurement and evaluation textbook should be consulted. The strategies mentioned above are thoroughly discussed by Popham (1975).

Student Records

Keeping program records, and particularly records on participant students, may serve many purposes in the evaluation process. Novak and Dougherty (1979) found that in addition to being used for program evaluation, program director/coordinators suggested that student records are a source to diagnose problem areas, develop strategies, set goals, and chart progress. Record keeping also is used as a means to grade program participants. One program coordinator explained that he asks the students' regular teachers to evaluate each student weekly in terms of their behavior, attitudes, and grades. Some of the instruments that Wisconsin teachers have used to make their evaluations are criterion referenced (skill mastery) tests, student work samples, standardized test results, measures of students perceptions as expressed on rating scales, and responses to oral and written questions. These evaluation records are then incorporated into the student's program grade. Another program director said that in the past he has used records as documentation for probation.

Concerns have been expressed about the serious questions raised by keeping special records on dropout prevention program students, e.g., questions about legality, parental releases, liability and malpractice. The State of Wisconsin has passed specific laws in regards to the confidentiality and maintenance of public school pupil records. "Pupil records" means all records relating to individual pupils maintained by an elementary or high school but does not include notes or records maintained for personal use by a teacher or other person who is required by the department. All pupil records maintained by a public school shall be confidential except as provided for by the law. Some of the exceptions are that pupils and the parents or guardians, a judge of any court of the state, and certain persons employed in the school district may request and use the records. The school board has the responsibility of adopting regulations to maintain the confidentiality of such records. (See State of Wisconsin Laws of 1973, Chapter 254, Section 1 for the specific laws regarding pupil records.) As a result, some directors/coordinators indicate that they do not keep any special records, keep the existence of such records secret, or destroy the records after the student's graduation. Other directors/coordinators emphasize that a programs student's transcript is identical to the regular transcript discouraging discrimination after graduation. Based on these responses, it appears that the majority of the dropout prevention programs use records to aid in the planning, implementation, and evaluation of the program, and that in some cases, these records are not extensively different from those kept on regular students.

Indicators of Successful Programs

Numerous activities, behaviors, and accomplishments may be considered as signs or indices of a successful dropout prevention program. The signs that indicate a successful program need to be considered in light of the objectives of the program. Some indicators of the degree of success of a dropout prevention program that may be examined include:

- dropout rate
- attendance/truance/punctuality
- level of implementation
- successful completion of tasks
- grades in classwork
- knowledge/skill mastery
- discipline/behavior/vandalism/criminal justice records
- attitudes of staff toward program and students
- attitudes of students toward: program, teachers, school, selves, future, abilities, self confidence
- perceptions by teachers/counselors/parents toward students and program
- extra curricular activities (participation and/or attendance)
- curriculum change/development
- number of 9th grade students who graduate (holding power)
- number of dropouts returning to school
- number of participants in the dropout program
- employer evaluations: re: student's ability to get along with others, cooperation, work habits, dress, quality of work
- cost of the program

Most likely, all of the listed indicators will not correspond to the objectives of any single program. And, additional indicators which have not been listed here may also have to be relied upon. As previously mentioned, indicators of success need to be chosen with consideration for the objectives stated for the program.

Other accomplishments (that is, serendipitous improvement in areas not included in the objectives of the program) may be evaluated by using other indicators but caution should be taken to place those results in their proper perspective. A little creative thinking can go a long way in designing a useful evaluation.

(Note: See "Attachments" to this section for sample evaluation tools.)

Guidelines for the Evaluation of Dropout Prevention Efforts

Guidelines, in the form of questions, are included here to assist program planners and evaluators throughout planning and evaluation activities. It is important to keep evaluation factors in mind before, during, and after the planning process so that base-line data are collected. If base-line data are collected before the actual evaluation begins, it is easier to compile evaluation data that are comprehensive and provide meaningful information. In order to indicate change or progress in students, one must collect data before the "end" or review of the program efforts.

The questions that follow (Figure 1) are included to help the planner/evaluator look at the dropout prevention components discussed throughout the Staying In... handbook. It is intended the guideline questions will aid the local planner/evaluator develop their local evaluation plan and instruments.

Figure 1

Guideline Questions to be Asked Throughout the Planning and Evaluation Process

Assessing the Need for Dropout Prevention

1. Were you successful in designing a needs assessment with minimal limitations? How have you compensated for any limitations?
2. Have all groups (parents, teachers, students, community) been involved in the assessment process?
3. Have measured needs been prioritized?
4. Have prioritized needs in dropout prevention been examined in the light of available resources and other educational objectives?
5. Do your objectives follow logically from the results of your needs assessment?
6. Have you explored alternative strategies for achieving objectives?

(continued)

Figure 1 (continued)

Focusing on the Individual

1. Has more attention to "focusing on the individual needs of your students" helped keep students in school?
2. Has there been an increase in staff and administrative time and commitment to helping students with individual needs?
3. Have staff inservices and training sessions been valuable in helping staff focus on individual needs of dropout prone students?
4. Has staff developed more positive attitudes toward individual student needs as a result of inservices and training received?
5. Has focusing on the individual, using open communication, goal setting, learning styles, etc., helped students experience more academic success and improved attitudes and behaviors?
6. Have procedures for identification, referral, and selection been adequate and appropriate to serve student needs?
7. Have student participants experienced academic success and improved their attitudes and behaviors as a result of this program?
8. Have students bonded to or identified with the program in a positive way that has enhanced their chances for completing high school?

Identifying Approaches for Dropout Prevention

1. Did the approach reach the students it intended to reach? For example, if the program was designed to serve students needing help with basic skills, did it serve those students or was it mainly used to catch disruptive students who had been removed from mainstreamed classes?
2. Did the approach succeed in meeting its objectives? Did test scores improve? Did truancy decrease? Was there increased evidence of improved self-esteem or commitment to school? How many students remained in school who otherwise might have dropped out?

(continued)

Figure 1 (continued)

3. How was the approach received by program/activity personnel, school staff, administration, parents, and/or the community? Did the students experience negative labelling? Did the approach elicit staff, administration, parent, and/or community support or criticism?

4. Was the approach cost effective? How many students were served? What was the operational budget? What was the cost per student contact hour? What additional staff and facilities were required?

5. What are the recommendations for the future? Does the approach merit continued implementation? How might the approach be modified or supplemented to increase its effectiveness or reduce cost? How can negative labelling be reduced? How might positive results be increased? Where does the effort go from here?

Establishing Staff Roles and Staffing Patterns in Dropout Prevention

1. How has the dropout prevention staff been evaluated by administration, school staff, parents, and/or themselves (self-evaluation)?

2. How have these strengths and weaknesses contributed to or detracted from the dropout prevention staff members?

3. What are the personal and professional strengths and weaknesses of each of the dropout prevention staff members?

4. What can be done to lessen staff limitations while building on their strengths?

5. What inservice efforts have been implemented? What were the results or these efforts? How might inservice opportunities be improved in the future?

6. What changes or modifications are warranted in regard to staffing for the fiture?

(continued)

Figure 1 (continued)

Utilizing Resources and Facilities

1. How have program facilities and furnishings facilitated program goals?

2. What problem(s) has the program facility and furnishings caused or contributed to? What might solve or alleviate the problem(s)?

3. How might the current facilities or furnishings be modified to better meet program needs and objectives, and/or to reduce negative labelling?

4. Are the instructional materials adequately meeting program needs? Are there enough high quality materials to operationalize program objectives?

5. What additional instructional materials are needed? How might these materials be located or developed?

6. Have school and community human resources been adequately tapped? How might these resources be utilized more fully?

Evaluating Dropout Prevention Efforts

1. Were you able to enlist the aid of decision makers in planning the evaluation?

2. Was the evaluation design adequately planned and implemented?

3. Did the evaluation design provide data which answered all the evaluation questions?

4. Were the evaluation results presented in a report easily understood by decision makers?

5. Was the evaluation report desseminated to appropriate individuals in a timely manner?

(continued)

Figure 1 (continued)

Establishing and Maintaining Support Within the School

1. How much support has the dropout prevention strategy and program staff received from:
    - school staff?
    - administration?
    - school board members?
2. How has this support, or lack of support, been demonstrated?
3. What ideas, activities, and mechanisms have been implemented to facilitate:
    - communication with the school community?
    - school community involvement and participation in the dropout prevention effort?
4. How successful have these ideas, activities, and mechanisms been in encouraging input, involvement, and support?
5. What has seemed to inhibit in-school support? Does this suggest areas that need modification? Who seems to be resisting the program? Why? What can be done to alleviate reservations?
6. What should be done in the future to encourage more and higher quality communication, participation, and support?
7. Have students and educators been given the opportunity to participate in rulemaking, curriculum design, and/or advisory committees?
8. Have efforts to incorporate positive peer pressures (i.e., tutoring, mentoring) been successful?

Establishing and Maintaining Support Outside of the School

1. Has the community commitment to dropout prevention been measured? Is there a need for strengthening community commitment or is it adequately reflected in the level of support available to the dropout prevention effort?

(continued)

Figure 1 (continued)

2. Are school personnel, especially dropout prevention staff, aware of the roles and services the community has to offer? Has inservice training been developed to address this need?

3. Are the types of community support being sought and utilized appropriate to the goals of the program? How is "appropriate" evaluated?

4. Is community input into dropout prevention programs and activities solicited through channels such as an advisory committee?

5. Are school personnel sensitive to the need for two-way interactions - especially with agencies like social services and law enforcement?

6. What criteria have been developed to measure the effectiveness of community resources and school-community relationships in arresting the dropout syndrome?

Involving Parents in Dropout Prevention

1. Has involving parents in dropout prevention programs been valuable to:

   - the students in the program?
   - the students outside the program?
   - the parents who participated?
   - the teachers in your school?
   - the community?
   - the school administration?
   - the school board?

   Why or why not?

2. How could the parent involvement have been more valuable to the program?

3. Were the parents adequately prepared for their involvement? Did they feel a sense of belonging toward the program?

4. Did the students accept the parent involvement or were they inhibited by the involvement of parents in the program?

(continued)

Figure 1 (continued)

5. Were the school administration and school board kept notified of the involvement of parents in the dropout prevention program?

6. How many parents were involved? Should there have been more or less parents involved?

7. How many hours were parents involved? Too few or too many?

8. Were records kept of parent involvement activities. Were these adequate? If not, how could the reporting be improved?

9. Was the selection training, and supervision of the parents involved adequate and enjoyable?

10. Did parent involvement positively or negatively affect the initial acceptance of the dropout prevention effort? Why?

11. Did parent involvement positively or negatively affect the continuation of the dropout prevention effort? Why?

Facilitating an Advisory Committee for Dropout Prevention

1. Is the committee membership representative of the community? Should any segments of the community be added?

2. How actively involved is the advisory committee in making recommendations concerning short-range and long-range planning?

3. Has the advisory committee been effective in influencing the nature and scope of the program/activity? If not, what have been the factors responsible for its ineffectiveness?

4. What kind of working relationship does the advisory committee have with the school administration, staff, students, and community?

(continued)

Figure 1 (continued)

5. Is important information regarding the students, program/activity, and community involvement being effectively communicated through the advisory committee to the community? Have all channels of communication been used effectively?

6. How effective is the advisory committee in serving as a liaison with business-trade-industry?

7. Has the advisory committee been recommending competent personnel to meet the program/activity needs?

8. Has the advisory committee assisted with the assessment and evaluation of the program/activity?

9. Has the advisory committee met the goals and objectives outlined in the original guidelines?

10. Do the members of the advisory committee feel that their recommendations have been sought and given serious consideration? How do the members view themselves?

11. Do the members of the advisory committee feel that they have been given some expression of appreciation for their services and contributions. Are they invited to attend school functions, education meetings, or conventions?

12 Are the members of the advisory committee kept informed of the implementation and/or modification of recommendations?

Examples of Instruments and Tools Used by Schools in the Evaluation Process

A variety of instruments and tools have been used by program planners/evaluators when evaluating local dropout prevention efforts. Some instruments and tools are rather comprehensive and formal while others are not. Different types of data along with different populations can be utilized throughout the evaluation process. Several examples of those used by schools are included in this section as

"Attachments." It is intended these be used as resources by the planner/evaluator while designing and implementing local evaluation activities and developing evaluation tools to be used by the local school.

References Cited

Buros, O.K. (Ed.). The seventh mental measurements yearbook. Highland Park, NJ: Gryphon Press, 1972.

Campbell, D.T., & Stanley, V.C. Experimental and quasi-experimental designs for research. Chicago: Rand McNally, 1966.

Isaac, S., & Michael, W.B. Handbook in research and evaluation. San Diego, CA: Robert R. Knopp, 1974.

Novak, J. & Dougherty, B. (Eds.). Dropout prevention in Wisconsin--Volume I: A review of programs and activities. Madison, WI: Wisconsin Vocational Studies Center (University of Wisconsin-Madison), 1979.

Phi Delta Kappa National Study Committee on Evaluation. Educational evaluation and decision-making. Itasca, IL: F.E. Peacock Publishers, Inc., 1971.

Popham, J.W. Educational evaluation. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

Remers, H.H., Gage, N.L., & Runnel, J.F. A practical introduction to measurement and evaluation (2nd ed.). New York: Harper and Row, 1966.

Struening, E.L. & Guttentag, M. Handbook of evaluation research. Beverly Hills, CA: Sage Publications, Inc., 1975.

Suchman, E.A. Evaluative research: Principals and practices in public service and social action programs. New York: Russell Sage Foundation, 1967.

Thorndike, R.L. & Hagen, E. Measurement and evaluation in psychology and education (3rd ed.). New York: Wiley, 1969.

Additional References

Andrews, F.M., Klein, L., Davidson, T.N., O'Malley, P.M. & Rogers, W.L. *A guide for selecting statistical techniques for analyzing social science data*. Ann Arbor, MI: Institute for Social Research, 1974.

Ferguson, G.A. *Statistical analysis in psychology and education*. New York: McGraw-Hill, 1966.

Hays, W.L. *Statistics for the social sciences*. New York: Holt, Rinehart, and Winston, 1973.

McNemar, Q. *Psychological statistics*. New York: Wiley, 1969.

Winer, B.J. *Statistical principles in experimental design*. New York: McGraw-Hill, 1962.

Attachment

Sample Evaluation Instruments and Tools

The resources that follow are samples of evaluation instruments and tools that have been developed and used by staff members of local dropout prevention efforts. They are provided here to aid in the development, implementation, and evaluation of local dropout prevention programs and activities.

Student Evaluations

Attachment A - "Work-Experience Evaluation--Student Check-List"

Attachment B - "Tutee Opinionaire"

Attachment C - "ALP Student Assessment--For Use by Advisory Committee"

Attachment D - "ALP Assessment--Work Experience Component (Student Worker Response)"

Attachment E - "Collective Student Perspective--PACE Process Evaluation--Interview Guide"

Staff Evaluations

Attachment F - "SEN Evaluation (Staff Assessment of Individual Student)"

Attachment G - "Staff Assessment of ALP Program"

Attachment H - "Principal Evaluation Survey"

Attachment I - "Teacher's Opinion Survey"

Attachment J - "Counselor Opinion Survey"

Parent Evaluations

Attachment K - "Parent Survey"

Attachment L - "Parent Survey"

Attachment M - "Parent's PACE Evaluation"

Employer Evaluations

Attachment N - "Employer Work Experience Assessment of ALP Program"

Attachment A

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
Department of Guidance Services

WORK-EXPERIENCE EVALUATION
Student Check-List

	Yes	No
1. Has work-experience provided an opportunity to improve your image of yourself?		
2. Has work-experience helped you to accept responsibility?		
3. Has work-experience helped you to learn how to get along with others?		
4. Has work-experience provided the means to earn money and to learn how to manage it?		
5. Has work-experience provided, for you, a suitable alternative to full-time school attendance?		
6. Has work-experience helped you to make a better adjustment to school?		
7. Has work-experience given you the chance to be successful at something?		
8. Have you developed new meaningful person-to-person relationships with others than parents and school people?		
9. Has work-experience eased your transition from school to the world of work?		
10. Has work-experience provided a means for you to explore and experience a job?		

Please comment on how the Work-Experience Program has helped you in the following areas:

11. In School
12. At Home
13. At Work
14. In a Personal Way
15. Others

Source: Work Experience Program, Milwaukee, WI: Milwaukee Public Schools. 1974.

Attachment B

TUTEE OPINIONAIRE

1. (a) Do you like coming to tutoring?

_____most of the time

_____some of the time

_____not very often, if at all

2. How much do you feel tutoring has helped you this year?

_____a great deal

_____some

_____very little, if at all

3. Would you like to have more, less, or the same amount of time for tutoring?

4. Do you like having one particular person work with you?

5. If you had a choice of staying in your classroom or coming down to the tutoring room, which would you do?

6. Do you think you would like to come again next year?

7. What do you like best about your tutor?

8. What would you like to change about your tutor?

9. What were the things you liked best about the tutoring program?

10. What were the things you liked least about the tutoring program?

11. What would you like to change about tutoring?

Source: Youth Tutoring Youth, White Lake, WI: White Lake Public Schools, 1979

Attachment C

ALP STUDENT ASSESSMENT
(For Advisory Committee Use)

STUDENT INTERVIEW FORMAT

Name of student interviewed ____________________ Year in school ______

No. of years in the ALP program ________ No. of ALP courses this year ________

1. How do you feel about being in the ALP program?

2. How has your attitude towards school changed since being in the program?

3. Has your attitude towards completing school changed?

4. Has your attitude toward your family and/or friends changed since being in the ALP program?

5. Are there any changes you would like to see in the program?

6. Have you worked at a part-time job while in the ALP program?

INTERVIEWER'S COMMENTS AND OBSERVATIONS:

Source: Alternative Learning Program. McFarland, WI: McFarland Community Schools, 1979.

Attachment D

ALP ASSESSMENT - WORK EXPERIENCE COMPONENT

Student Worker Response

1. What were your duties?

2. I feel that I have benefitted from being able to participate in work experience this year: (circle one)

1	2	3	4	5
little		some		a lot

3. I think work experience has/has not helped me: (check response)

_____ _____ learn to talk to other people more easily

_____ _____ take orders from others

_____ _____ learn to work with co-workers

_____ _____ learn to be more responsible

_____ _____ learn to get along better with other people

_____ _____ to be a better worker

_____ _____ learn to complete assigned duties

_____ _____ learn to follow directions better

_____ _____ see that school is important

_____ _____ learn to work as a member of a team

_____ _____ learn the importance of being on time

4. Do you like your job? Why or why not?

5. How well do you get along with your co-workers?

6. How well do you get along with your supervisor?

7. What three things do you like about working this year?

(continued)

Attachment D (p. 2)

8. What three things didn't you like about working?

9. Has your attitude toward school improved since you began working?

YES NO

10. What type of work experience would you like to try next year?

11. I think I benefitted from work experience because:

12. I felt the employment skills class: (ckeck those that apply)

has	has not	
_____	_____	taught me things I'll need to know in the future about work
_____	_____	helped me to understand the skills necessary to find and hold
_____	_____	has taught me how to choose a career in the future

13. The school coordinators (Cindy/Julie): (check those that apply)

have	have not	
_____	_____	helped me to understand the importance of work
_____	_____	helped me work out problems/concerns I have about work or my employer
_____	_____	let me know how I am doing on the job or in school
_____	_____	encourage me to do better in school

14. How do you get to your work site?

15. Would you have a way to get to your work site if school transportation was not provided? If so, how?

YES NO

Source: Alternative Learning Program, McFarland, WI: McFarland Community Schools, 1979.

Attachment E

Collective Student Perspective
PACE Process Evaluation
Interview Guide

(1) Parents

How did your parents react to PACE?

Comments......

(2) Community Resources

Did the people you worked with in the community help you?

Comments......

How did they react to you?

Comments......

(3) PACE teachers

Did the PACE teachers show a personal interest in you?

Comments......

What did you think of "first name? calling?

Comments......

Did you respect the PACE teachers more or less than past teachers?

Comments......

(4) Curriculum

Did the regular classes (mainstream) prove to be worthwhile? If not, why?

Comments......

Did your experience in PACE help you adjust to regular classes?

Comments......

Were the experiences you gained more helpful than you would have received in the regular program?

Comments......

(5) Vocational

Are you more aware of the importance of work?

Comments......

Did you develop any new interest?

Comments......

Have you learned how to get along with others?

Comments......

Do you feel the need to develop work skills?

Comments......

Do you feel you have a better idea of the kind of work you would like to do?

Comments......

(continued)

Attachment E (p. 2)

(6) Personal

Were you held responsible for your actions?

Comments......

Did activities help develop your confidence and an overall better attitude toward yourself?

Comments......

How do you feel about.......

School - Better Same Worse

Teachers in General - Better Same Worse

Parents - Better Same Worse

Principal - Better Same Worse

Life in general - Better Same Worse

(7) Facility

What did you think of the PACE Room?

Comments......

(8) General

What was the best thing you liked about PACE?

Comments......

What was the single most important thing you got out of PACE?

Comments......

What did you feel was the least worthwhile thing you got out of PACE?

Comments......

How would you suggest improving PACE?

Comments......

(9) Student Reaction

YES NO Did you feel different or separated in PACE?

YES NO Do you think PACE should be continued?

YES NO Does PACE encourage students to show off or be different?

(10) Academic

Do you feel that more emphasis should have been placed on:

YES NO Math

YES NO Reading

YES NO Communication

YES NO Life Skills

Source: Personal Academic and Career Education (PACE), Seymour, WI: Seymour Community Schools, 1976.

Attachment F

SEN Evaluation

Student's Name ____________________
Grade __________

Attitude

1. From the beginning of the year until the end the student's attitude toward school has:

__________ improved greatly
__________ improved somewhat
__________ stayed the same
__________ was somewhat worse
__________ was much worse

2. From the beginning of the year until the end the student's attitude toward his peers was:

__________ improved greatly
__________ improved somewhat
__________ stayed the same
__________ was somewhat worse
__________ was much worse

Self Concept

3. From the beginning of the year until now the student's self concept has:

__________ improved greatly
__________ improved somewhat
__________ stayed the same
__________ was somewhat worse
__________ was much worse

Behavior

1. From the beginning of the school year until now the students behavior in school has:

__________ improved greatly
__________ improved somewhat
__________ stayed the same
__________ was somewhat worse
__________ was much worse

Study Skills

5. From the beginning of the school year until now the students study habits and use of study time has:

__________ improved greatly
__________ improved somewhat
__________ stayed the same
__________ was somewhat worse
__________ was much worse

(continued)

Attachment F (p. 2)

Grades

Students Final Grade Point Last Year	Students Final Grade Point This Year	Improvement or Loss

Attendance

Number of Days Missed Last Year	Number of Days Missed This Year	Improvement or Loss

---

Source: Project Turnaround, Plymouth, WI: Plymouth Public Schools, 1979.

Attachment G

STAFF ASSESSMENT OF ALP PROGRAM

1. Do you feel you are adequately informed about the nature of the ALP program?

   YES NO

   COMMENTS:

2. Do you have any students in ALP?

   YES NO

3. If you have students in ALP, they are helped in the areas of:

   a) academic skills

   b) interpersonal skills

   c) behavior

   d) attitude to learning

   COMMENTS:

4. Are you satisfied with the communication between yourself and the ALP staff?

   YES NO

   COMMENTS:

5. Do you have adequate cooperation from the ALP staff?

   YES NO

   COMMENTS:

6. What, if any, changes would you like to see take place in the ALP program?

7. General comments about the ALP program.

Source: Alternative Learning Program, McFarland, WI: McFarland Public Schools. 1979.

Attachment H

Principal Evaluation Survey

Instructions: Read each statement carefully and circle the YES or NO answer which described your feeling toward PACE.

YES NO 1. PACE has helped to lessen my discipline problems?

YES NO 2. The PACE students I know react more favorably to school in general?

YES NO 3. I feel the students are gaining a better educational experience in PACE?

YES NO 4. The PACE students seem more relaxed and open since their experience in the program?

YES NO 5. PACE has given our school a better public image?

YES NO 6. PACE has helped the students to get along with their peers?

YES NO 7. The PACE students appear to be gaining mroe responsibility?

YES NO 8. The people I am in contact with seem to favor the PACE program?

YES NO 9. I think the PACE program has helped to reduce vandalism in the school?

YES NO 10. The basic philosophy of PACE is sound and worth continuing?

What are the strongest points of the PACE program?

What are the weakest points of the PACE program?

Source: Personal Academic and Career Education (PACE), Seymour, WI: Seymour Public Schools, 1976.

Attachment I

Teacher's Opinion Survey

Directions: What changes have taken place as the result of implementing the Pace program? Please check the box which best describes your opinion in the following areas:

	Degree of change				
The PACE students:	none	little	moderate	major	don't know
1. have developed more respect for personal and school property--					
2. understand themselves better------------------------------------					
3. understand others better--					
4. have improved their self concept--------------------------------					
5. act more respectful towards authority---------------------------					
6. appear to react better toward school----------------------------					
The PACE Program:					
7. has helped improve my classroom environment---------------------					
8. has helped provide alternative educational experiences for students who need them---					
9. has helped improve the total school environment-----------------					
10. can assist students with special problems better than the regular school program--					
11. has been supported by people whom I am in contact--------------					
12. has helped my teaching by removing the disruptive student-----					

What are the major problems facing PACE?

What do you see as the strongest points of PACE?

Source: Personal Academic and Career Education (PACE), Seymour, WI: Seymour Public Schools, 1976.

Attachment J

Counselor Opinion Survey

Directions: What change have taken place as the result of implementing the PACE Program? Please check the box which best describes your opinion in the following areas:

	Degree of change				
The PACE students:	none	little	moderate	major	don't know
1. have developed responsibility					
2. are better decision makers					
3. have a better attitude toward school					
4. exhibit more cooperation					
5. have improved their self concept					
6. appear more satisfied with life					
7. get along better with others					
8. have responded favorably to PACE					
The PACE Program:					
9. has helped improve the school environment					
10. helped students more than regular school					
11. has been supported by people whom I am in contact with					
12. has helped to reduce the dropout rate					
13. has helped make counseling more effective					
14. has helped develop good public relations					

What are the major problems facing PACE?

What do you see as the strongest points of PACE?

Source: Personal Academic and Career Education, Seymour, WI: Seymour Community Schools, 1976.

Attachment K

Parent Survey

February 1, 1979

Dear Parent:

The Ripon school district is in the process of evaluating its Project Alert Program. This program consists mainly of one semester of Basic Reading and a special supervised study hall in room 120. An opportunity for thinking about possible careers is also a part of the program. The success of this program depends upon your cooperation with Project Alert. Please take the time to read this questionnaire and express your feelings. We would like your comments on the following questions. Thank you.

1. Has Project Alert been helpful for your child?

   yes __________ no __________

2. Have you seen your son's or daughter's grades improving because of Project Alert?

   yes __________ no __________

3. Do you feel your child likes school better because of Project Alert?

   yes __________ no __________

4. Do you think supervised study hall has benefited your child?

   yes __________ no __________

5. Do you feel a program like Project Alert should be provided for students who need the extra help?

   yes __________ no __________

6. Do you think more should be done to help students in this district who may have learning problems?

   yes __________ If so, what? ______________________________

   ____

   no __________ Why? __________________________________

   ____

We welcome any additional comments.

____

Signature

Please have your child bring this survey back to school Feb. 9, 1979.

Source: Project Alert, Ripon, WI: Ripon Public Schools, 1979.

Attachment L

Parent Survey

NAME ______________________________

Directions: Please circle the number below each question that best describes how you feel.

While in E.S.P., my child:

1) Did more school work than in previous school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

2) Has improved his/her skills in reading.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

3) Plans to go to high school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

4) Plans to quit school as soon as possible.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

5) Talks about a possible vocation or job.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

6) Seems excited about school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

7) Talks about school projects frequently.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

8) Has discussed taking field trips.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

9) Has accepted more responsibility at home.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

10) Talks about teachers, aides, and/or counselors with me.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

11) Feels he/she is going to do well in school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agree

(continued)

Attachment L (p. 2)

12) Is anxious, high strung, or nervous at home.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agr

13) Tries his/her best in school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agr

14) Feels accepted by his/her classmates at school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agr

15) Seems happier this year.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agre

16) Is successful in school work.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agr

17) Has reduced his/her absentiism from school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly ag

18) Has improved his/her skills in math.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly agr

19) Has improved his/her skills in writing.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly ag

20) Likes school.

1. strongly disagree 2. disagree 3. undecided 4. agree 5. strongly ag

Please write any comments you have about the E.S.P. school. We are also interes in knowing what your child does during the mornings/afternoons he/she is not in school. For example, he/she has a job, he/she watches T.V., he/she visits frien etc. REMEMBER: this survey is strictly confidential.

Source: Educational Support Program (ESP), Kenosha, WI: Kenosha Public Schools, 1979.

BEST COPY AVAILABLE

Attachment M

Seymour Community High School
Parents PACE Evaluation

As a result of your child's participation in PACE, do you feel that he/she:

YES NO 1. Has a better attitude toward school?

YES NO 2. Gets along better with school authority?

YES NO 3. Is more satisfied with what he/she is learning?

YES NO 4. Has developed any new interests?

YES NO 5. Has developed any career plans?

YES NO 6. Gets along better with other students?

YES NO 7. Is learning more in comparison to regular school?

YES NO 8. Is more open in discussing life problems?

YES NO 9. Has shown overall improvement in adjusting to life?

From your own experience with PACE, do you feel that:

YES NO 10. The methods of teaching appear to be working?

YES NO 11. You are satisfied with what is being taught?

YES NO 12. The PACE teachers have been helpful and cooperative?

YES NO 13. The PACE program should be continued?

What do you like best about PACE?

What suggestions do you have for improving PACE?

Source: Personal Academic and Career Education (PACE), Seymour, WI: Seymour Community Schools, 1976.

Attachment N

EMPLOYER WORK EXPERIENCE ASSESSMENT OF ALP PROGRAM

(1978-1979)

1. Do you feel you were given enough information about the ALP program prior to employing any students?

1	2	3	4	5
below average		average		above average

COMMENTS:

2. Did you receive sufficient background information about your student workers?

YES NO

COMMENTS:

3. I feel that communication between the school coordinators and myself has been:

1	2	3	4	5
below average		average		above average

COMMENTS:

4. The school coordinators have/have not: (check those that apply)

have	have not	
_____	_____	helped work out problems/concerns with student workers
_____	_____	made me aware of the school concerns/goals for a particular student
_____	_____	made me aware of a student's strengths and weaknesses
_____	_____	helped reinforce work-related goals for student workers
_____	_____	kept me informed about school schedules
_____	_____	encouraged continual student worker performance evaluations

COMMENTS:

(continued)

Attachment N (p. 2)

5. I feel that work experience can help students to: (check those that apply)

_____ learn communication skills

_____ learn social skills

_____ accept responsibility (+)

_____ learn to work as a member of of a team

_____ learn to get along with others

_____ learn to be punctual

_____ improve their attitude

_____ other

_____ learn to complete assigned tasks

_____ take orders

_____ develop initiative

_____ learn to follow directions

_____ develop a willingness to work

_____ see more relevance between work and school

_____ improve their work performance

COMMENTS:

6. I feel that my business has benefitted by participating with the ALP work experience program because _________

7. I am interested in participating in the McFarland ALP work experience program again during the 1979-80 school year.

YES NO

COMMENTS:

8. Any additional comments would be great appreciated.

COMMENTS:

Source: Alternative Learning Program, McFarland, WI: McFarland Community Schools, 1979.

Establishing and Maintaining Support Within The School

Susan Edison-Swift
Barbara Dougherty
Anne Benisch

Establishing and Maintaining Support Within the School

A well designed dropout prevention strategy with appropriate approaches and techniques is likely to be ineffective and/or short lived without the support of the school community. The school community includes teachers, administrators, school board members, counselors, social workers, teaching specialists, specific dropout prevention personnel, students, and special education personnel. What would keep a promising dropout prevention effort from gaining the support of the school community? Some possible explanations include the following:

1. Innovations sometimes create insecurity. The teacher who has long been recognized for his classroom craftmanship quickly becomes threatened by new role demands. The task of preparing or using new materials to replace his entrenched ones is alarming.
2. New programs frequently increase teacher load--at least temporarily. Longer hours of planning and of putting theory into practice turn many teachers off, especially when a grant supporting an innovation provides little or nothing for additional help, supplies, and so forth.
3. Lack of sustained top-level leadership. Funded projects in particular may be run by imported personnel or first-class second-raters who happen to be available in the local faculty. A particularly sad development here is the loss of a leader in mid-innovation because an irresistible job offer comes along.
4. Every school of any size has disgruntled (and sometimes disturbed!) personnel. It is not unusual for such persons to become the center of a cluster of "resisting teachers"--especially when they are not part of an innovative program.
5. Bruised by the dissent that may have surrounded past ventures initiated by local change agents, some teachers tend to be reluctant to participate in novel programs. (Shane, 1973, p. 508)

Despite the tendency to resist new programs and strategies, school support for the adoption and implementation of dropout prevention efforts can be encouraged by:

- considering strategic program design;
- developing a plan for adopting and implementing an activity/program; and
- generating means to facilitate school communication about and participation in dropout prevention.

This section is organized around a discussion of these three areas, i.e., the role of program design, the adoption and implementation process, and increasing school communication and participation in dropout prevention.

Program Design and School Support

Research has shown that the design of a new program will influence its chances for successful adoption and implementation. Program design which is perceived as relatively advantageous, compatible, simple, limited in scope, and observable, for instance, has a greater chance for gaining school support than one that is perceived as radical, unwieldy, or disruptive. Figure 1 examines the primary characteristics of program design which facilitate adoption and school support. This figure essentially represents an informal supportability index which may aid program designers in their effort to develop a dropout prevention program or activity that is acceptable to the school community.

Figure 1

Design Characteristics Which Encourage Adoption and School Support*

1. Relative Advantage is the degree to which an innovation is perceived better than the idea it supersedes. The degree of relative advantage may be measured in economic terms, but often social prestige factors, convenience, and satisfaction are also important components. The greater the perceived relative advantage of an innovation, the more rapid its rate of adoption.

   -Is there a general consensus that a dropout prevention effort is needed and desireable?

   -What are the rewards and benefits to the school and school staff for participating in the program?

   -Can a convincing case be built which supports the program's potential for success?

(continued)

Figure 1 (continued)

2. Compatibility is the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of the receivers. An idea that is not compatible with the prevalent values and norms of the social system will not be adopted as readily as an innovation that is compatible.

   -Is the program/strategy considered liberal or conservative? Does this mesh with the ideological and political climate of the school and community?

   -Do program staff "fit in" with other school staff? Do they share similar styles and values?

   -Can an effort be built on previously successful experiences or current school strengths?

3. Complexity is the degree to which an innovation is perceived as difficult to understand and use. In general, those new ideas requiring little additional learning investment on the part of the receiver will be adopted more rapidly than innovations requiring the adopter to develop new skills and understandings.

   -Does the proposed effort require a substantial retaining and re-tooling of school staff, or just a core group of program staff?

   -Can inservice efforts and other instructional techniques easily explain program goals, approaches and methods?

   -Can inservice training capitalize on current skills and abilities?

4. Trialability is the degree to which an innovation may be experimented with on a limited basis. New ideas that can be tried on the installment plan will generally be adopted more quickly than programs which are not divisible.

   -Can current efforts be expanded or re-directed to more adequately address dropout prevention?

(continued)

Figure 1 (continued)

-Can the dropout prevention strategy be built with components or approaches that may be added or deleted as experiences suggest?

-Would it be wise to set a date in the not-so-distant future for a formal evaluation and renewal procedure (1-2 years)?

5. Observability is the degree to which the results of an innovation are visible to others. The easier it is for an individual to see the results of an innovation, the more likely she or he is to adopt it.

-What can be done to spread the word about what is being tried in the dropout prevention effort and what is being accomplished?

-What can be done to keep communication lines open between dropout prevention personnel and other staff and administrators?

Adapted from: Rogers, E.M., & Shoemaker, F.F. Communication of Innovations (2nd ed.). New York: The Free Press, 1971, pp. 22-23.

Adoption and Implementation

Often the process that is followed during the design, adoption, and implementation of a new strategy is as crucial to its acceptance and success as the merits of the strategy's content and methods. The study of the process of adoption and implementation is sometimes referred to as "diffusion of innovation" or "change agentry." This section is offered to underscore the importance of considering *how* to implement a dropout prevention strategy as well as *what* to implement. With this goal in mind, this section (briefly): 1) explains the role of the change agent, 2) presents one model for adoption and implementation, and 3) notes some excellent resources for further study.

The Change Agent

A change agent is the person who provides the initial impetus for change. A teacher, counselor, student, administrator, school board member, parent and/or community person might be the first to vocalize the need for a dropout prevention effort in the local school system. For example, leadership in proposing the need for a dropout prevention effort can often originate from the local vocational education coordinator (LVEC) or from the Director of Curriculum. It follows that any one of the school district personnel is a possibility.

A change agent can play several roles throughout the adoption and implementation process, including the following:

1. Catalyst. The change agent can be the first to suggest the need for action. The parent or teacher might not offer a solution, rather he or she is convinced that a solution needs to be found.
2. Solution Giver. A change agent might be responsible for generating, researching, and/or designing solutions to the dropout problem.
3. Process Helper. An outside consultant and/or in-house change agent(s) might help the system: 1) facilitate a needs assessment, 2) diagnose problems, 3) set objectives, 4) acquire resources, 5) develop solutions, 6) adapt or install solutions, and 7) evaluate solutions.
4. Resource Linker. A change agent can connect program planners to financial sources, print resources, people resources, and/or organizational resources. (Havelock, 1973)

One Model for Adoption and Implementation

An adoption and implementation plan attends to the *process* by which a new innovation or program is implemented. Change agents, within the school, need to develop a plan for introducing and implementing a new program which will facilitate the acceptance and support of the school community. Walz and Benjamin (1978) offer one such plan for "diffusion of innovation" in a short article addressing the role counselors may play as change agents. This model, presented in Figure 2, incorporates many common elements of program planning and implementation, i.e., establishing a need, building a support group, assessing the system, generating and assessing options, deciding on optimum options, facilitating adoption and implementation, and refining the program based on feedback. This model stresses the need to keep the participants informed and involved as well as eliciting input and feedback at every stage of the process.

Figure 2

A Model for Diffusion of Innovation*

1. Establish a Need

   Through a needs assessment, brainstorming sessions, workshops, and other evaluation devices; arrive at a consensus of what the problem is.

2. Build a Support Group

   Expand the small group of change agents to include opinion leaders (e.g., a respected teacher), authority figures (e.g., the high school principal), and representatives of involved groups. This group can be considered a task force or advisory committee, and they will probably take on most of the responsibility of facilitating the process of implementation.

3. Assess the System

   What are the strengths and abilities? Where are the problems? What resources and facilities are available? What are the resource and facility constraints? After this further investigation, can the problem or need statement be refined?

4. Generate and Assess Options

   It is better to generate a number of solutions than to enter the process with a specific solution "mind set." Develop a set of criteria (e.g., cost, accessibility of materials, potential benefit, ease of infusion) to evaluate the possible solutions.

5. Decide on Optimum Option(s)

   Based on the criteria, what options or combination of options seem to have the greatest potential for effectiveness, success?

(continued)

Figure 2 (continued)

6. Facilitate Adoption and Implementation

   Inform the school community about proposed plans and encourage and accept feedback. Encourage opinion leaders and authority figures to make public statements of support. Identify actual and potential resisters and listen to reservations. What can be done to alleviate the reservations?

7. Refine and Renew

   Throughout the implementation process, refine strategy goals, methods, approaches, and techniques to meet current needs more effectively. After a designated time (1-2 years) formally evaluate the program and develop plans for its continuation, modification, or rejection. Throughout the process, make overt attempts to increase support for the program.

---

*Adapted from: Walz, G.R., & Benjamin, L. A change strategy for counselors functioning as consultants. The Personnel and Guidance Journal, 1978, 56(6), 331-334.

Resources

The two resources identified here might be helpful to the individual beginning a more thorough study of change agentry and diffusion of innovation.

1. Rogers, E.M., & Shoemaker, F.F. Communication of innovations (2nd ed.). New York: The Free Press, 1971.

   While this book is fairly technical, it has served as an exemplary treatise on adoption and implementation.

2. Havelock, R.G. The change agent's guide to innovation in education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

   This is a well written, easy to read, and pragmatic resource offering down-to-earth suggestions and thought questions.

Communication and Participation

Throughout the research and literature, the support of the school community for a new or innovative program or activity (in this case, a dropout prevention strategy) depends on facilitating communication, disseminating information, and encouraging participation.

> A major deterrent to program change at the classroom level is the lack of teacher *participation* in the planning and the lack of *understanding* by the teachers of the rationale on which the program is based... Studies suggest that teacher morale was highest when they were significantly *involved* in planning programs and in making operational decisions. (Porter, 1971, p. 237, emphasis author's)

Resource Persons

Discovering and utilizing resource persons within the school to support and assist with dropout prevention efforts is especially important for the success of a program or activity. This is in part due to the characteristics and needs of dropout prone youth. Generally speaking, these students may have several complex problems beyond the expertise of one professional. For example, these youth may experience to some degree a learning problem. In this case, knowing which method of learning best suits that person would be extremely helpful. It would also be helpful to know how to deal with any emotional difficulties a student may experience due to past failures in school. It becomes apparent that to successfully meet the special needs of dropout prone youth one needs to seek the support of a variety of school personnel and to establish with them a cooperative working relationship.

When establishing cooperative or supportive working relationships, one may work with a special education teacher, administrator, resource room facilitator, guidance counselor, vocational educator, students, etc. There are many benefits to establishing relationships with school resource persons such as those identified. The primary benefit is that cooperative relationships usually enhance the learning of students with special needs such as potential dropouts. This can be accomplished because other professionals, depending on their expertise, can provide information and/or techniques for working with specific individuals. In addition, a student's learning can be more coordinated. Because the learning process is not an isolated part of a student's life, takes place both inside and outside of the classroom, and can take many forms, the student can benefit from his/her association with different individuals in the school setting when a coordinated effort is utilized.

The following section examines the process for working with resource persons when dealing with dropout prone youth. This includes looking at the roles and responsibilities of individuals within the school. This section does not exhaust all the possibilities for support and assistance that are available through school personnel. Rather, the purpose of this discussion is to suggest a starting point for one to begin developing the kinds of relationships potentially beneficial in helping to meet the needs of students in dropout prevention efforts. The titles and/or role definitions of the resource persons represented here may vary from school to school. The point here, however, is to begin thinking about cooperating with other school personnel and to discover appropriate ways of working together for the good of students in a program or activity.

Relationship with Administrators. The school principal, assistant principal, and director of pupil services are examples of administrative personnel within the school system. These individuals are potential resource persons as they facilitate much of the programming for the school. Through various planned activities, it is possible for the dropout prevention coordinator/staff to meet with administrators and discuss concerns, issues, and progress regarding current efforts. Examples of ways in which dropout prevention staff and administrators can cooperate include:

1. Have administrators support and participate in inservice programs for the total school staff about dropout prevention. This increases the impact of the inservice and success of the dropout prevention effort as well. (See section *Establishing Staff Roles and Staffing Patterns in Dropout Prevention* for an additional discussion regarding inservice.)

2. Participate in tours arranged by the administration for school staff to become familiar with the facilities for special programming, if such exist, and/or tour the classes to facilitate an understanding of how cooperation could be developed.

3. Encourage administrators to permit time for conferences between a resource person and program personnel concerning a dropout prone student.

These are but a few examples of ways in which a school's administrative staff can be involved in a dropout prevention effort. A list of ideas of possible ways for improving school communication and facilitating participation and involvement, some of which are applicable to working with this level of school staff, can be found at the conclusion of this chapter.

Relationship with Special Education Coordinator. The special education coordinator can assist in helping create a class environment most effective in assisting a dropout prone youth obtain skills. As program staff, it may be helpful to discuss with special education personnel techniques for dealing with student difficulties in classroom learning. She or he can help assess the problems a student may have in class and obtain any special equipment needed to deal with a problem. The special education coordinator could work with program staff in the classroom or enhance communication among other school professionals. Support he or she could provide includes:

1. Reviewing student assessments with program staff and discussing educational and training possibilities to be provided through a program or effort.

2. Developing inservice for dropout prevention staff regarding school related conditions, problems appropriate to the dropout prone student, and techniques and strategies for dealing with these.

3. Sharing instructional materials and equipment between the special education and dropout prevention program classrooms, if such exist.

4. Exchanging information on students in the program regarding strengths and weaknesses and assisting each other in developing methods to strengthen the students' weak areas.

5. Recommending and referring students to a dropout prevention program or effort.

6. Jointly selecting materials for purchase for use in a dropout prevention effort. (Adapted from Tindall et al., 1980, p. 16)

The services and supportive activities provided here, as being available to program staff through a cooperative relationship with special education personnel, do not represent an inclusive listing. Generally, supporting the special needs coordinator through participation in activities he or she may plan or seeking his or her assistance in additional areas are positive ways in which cooperative relationships occur.

Relationship with Resource Room Staff. It is possible that the resource room staff is also the special education staff member. One possible service provided by special education is instructional support in a resource room. The instructional support is often basic math or English skills. Typically, the resource room staff provide tutoring services to students with special needs and reinforce particular subject areas (e.g., reading, writing, or math skills). Through a cooperative relationship with resource room personnel, these staff could work with a dropout prone student to help him or her improve basic skills to enhance participation in the classroom. Another benefit related to this type of participation by dropout prone students is that resource room staff can work with a student to improve his or her self concept and attitude toward learning.

Obviously, the effort to build a cooperative working relationship with resource room staff will benefit greatly the dropout prone students. When such students are experiencing problems with classroom materials due to their reading level, writing ability, or math difficulties, the resource room staff can be asked for ideas on how to better instruct these students to enhance their learning and improve their self concepts.

Relationship with Guidance Counselor. The guidance and counseling department in a school can be a valuable resource in terms of dropout prevention. The guidance counselor's role might involve meeting with a dropout prone youth to discuss his or her strengths and weaknesses, to compile background information, and to set educational and career goals; recommending or referring a student to a specific dropout prevention program or activity; and acting generally in a supportive and complimentary role. In addition, cooperative and supportive services available through a school's guidance and counseling department can include the following:

1. Conducting student assessment including career assessment.
2. Assisting in developing and mainstreaming individual learning programs in cooperation with other school staff and with parents.
3. Providing individual and group counseling for the dropout prone youth on a regular basis, including personal and vocational counseling.
4. Acting as a liaison for the dropout prone student within the school setting.
5. Consulting with other educators concerning the development of self-awareness skills and decision-making in dropout prone youth.
6. Recommending the dropout prone student to individuals who can provide special services needed by the student.
7. Developing and using community resources including assistance with work experience/job placement or career awareness activities in the classroom for dropout prone youth.
8. Consulting with parents concerning personal and/or career development of their children. (Adapted from Tindall,et.al.,1980)

In summary, general areas the school's guidance and counseling department can address in regard to the dropout prone youth and his or her total school development reflect the following factors:

- daily living skills,
- personal and social skills, and
- education and/or occupational guidance and preparation.

Additional School Resource Staff. More than likely there are a number of additional resource persons working in the school who can provide support and services regarding dropout prevention efforts. Perhaps a school psychologist could help a dropout prone youth with personal difficulties or adjustments he or she may be experiencing. A speech therapist could help a student with speech and communication difficulties, if necessary. The following is a list of additional school personnel who can potentially provide support and services to a prevention effort and the youth thus being served:

- Reading Specialist
- Speech Therapist

- Social Worker
- Language-Math Specialist
- Interpreter-Bilinguist
- Instructional-Teacher Aide
- Job Placement Coordinator
- Work Experience and Co-op Coordinator
- Basic Academic Instructors
- Vocational Education Instructor

Relationship with Student Population. Student-peer relationships, particularly as the dropout prone student perceives and is perceived by other students, are basic to creating the climate of acceptance or alienation one finds in school. The non-dropout prone students constitute the school norm and reflect a significant part of the social climate of schools.

> It is important to recognize that the influence of peers on the socialization process does not begin with puberty and adolescence. Furthermore, peer relations perform many of the same functions in adolescence as in childhood: They provide an opportunity to learn how to interact with age-mates, to control social behavior, to develop age-relevant skills and interests, and to share similar problems and feelings. (Conger, 1973, p. 286)

The role of peer influence in dropout prevention can be especially significant. For example, Schafer (1967) (theory of the casuality of social deviance in dropout behavior) considers dropping out as the "extreme edge" of behaviors that deviate from the school social norms to which the majority of students adhere. These behaviors include rebelliousness, academic failure, and truancy. Moreover, Schafer stresses that deviance implies negative labelling. In another look at negative labelling, Mertens (1972) says, "...it is reasonable to believe that some students drop out because they have become deviants (victims of negative labelling) from an adolescent society whose focus is the school" (p. 37). Other research on truancy substantiates the powerful effect of peer attitudes on students who may potentially drop out. Nielsen and Gerber (1979) describe a chronic truant population that is "peer phobic" -- those unwilling to go to school because they have been rejected, taunted, and/or abused by the other students. When one considers the fact that negative labelling and peer pressure begin well before adolescence, the consequences become even more significant.

One of the principal factors, then, at issue in attempting to influence the role of the non-dropout prone student in dropout prevention efforts is *making peer pressure a positive factor*. Sometimes mainstreaming of dropout prone youth and heterogeneous grouping of students can reduce the tendence toward negative labelling. In addition, staff should be sensitive to creating opportunities that will improve non-dropout prone students' attitudes toward potential dropouts. Suggestions for attitude change efforts include: 1) an affective educational counseling program or curriculum component, 2) integrated learning experiences which are appropriate for both participants and non-participants, and 3) activities that offer opportunities for cooperative group interaction. The roles non-dropout prone students can assume to help change attitudes and actively involve student peers in dropout prevention include the following:

- Tutors: Tutoring is discussed as a principal technique for dropout prevention in *Identifying Approaches for Dropout Prevention*. Peer tutoring can be interage, intergrade, interclass, or unstructured. Peer tutoring gives the "tutee" a relationship with a caring individual, needed academic and social reinforcement, and a positive role model. The tutor often benefit from exercising social responsibility, experiencing a situation where she or he learns to emphathize, and gaining confidence in his or her own academic abilities.

- Mentors: Without the risk of negative labelling, a school-wide mentoring system or big brother, big sister buddy system can help younger students adjust to school bureaucracy, evaluate the social expectations, and, quite simply, feel befriended. Nielsen and Gerber (1979) suggest this type of program to diminish the stress of transition to the junior high school. At all levels, mentors could play an advocacy role for others and develop greater social poise and self-esteem.

- Advocacy Through Student Government: Student government that is respected by administration, faculty, and students alike can be effective and representative. Advocacy for student concerns in general can have beneficial effects for dropout prevention. (Garner and Acklen [1979] describe student involvement in curriculum design, rule making, and the total process [including architectural design] of developing an alternative school.) Faculties can nurture positive student government initiatives that have potential for improving the academic and social opportunities of potential dropouts.

- Volunteers and Aides: Many of the tasks and services described in *Establishing and Maintaining Support Outside of the School* (as appropriately performed by parent and citizen volunteers) can also be aptly performed by non-dropout prone students. Tasks such as clerical help, developing bulletin board displays, writing news articles about the program/activity, assisting program participants in the use of audio-visual equipment, and assisting in special fund-raising efforts for the program would offer enrichment for potential dropouts and non-dropout prone students alike. Some tasks may even be performed for credit in another subject area. For example, journalism students in Shawano (Wisconsin) helped put together a community resource directory for a career education project (Ponschock, 1977). Such an idea could be easily adapted to the community resource needs of dropout prevention efforts.

Suggestions for Communication and Facilitating Participation

In conclusion, the following lists of ideas are offered to suggest some of the possible ways for 1) improving school communication and 2) facilitating participation and involvement. The most appropriate personnel to generate ideas are dropout prevention program staff and interested school staff, for they can assess the climate of the school system and determine what ideas might be best received. Program staff should selectively try ideas and sensitively implement them to insure that the net result is support and not alienation.

Communication/Information

- Encourage program staff to spend time in the teacher's lounge in order to remain visible and facilitate access. Take a personal interest on a one-to-one basis in all school staff.

- Develop and maintain rapport with all levels of school personnel.

- Publish a program newsletter for parents and the school community.

- Have program staff make informal visits to teachers in their classrooms after school or during free periods. Use this time to answer questions and work on common problems. It is sometimes better to go to the teacher than to expect the teacher to make the first move.

- Offer an inservice which explains program goals and methods.

- Report to the teachers (either formally or informally) on the progress and problems of students that staff share responsibility and concern.

- Work with the media director to develop a slide/tape or videotape which shows the program in action. Program participants could help with the production and its presentation.

- Route interesting literature to staff.

- Give a formal or informal open house for the school community.

- Write news releases for school and community media.

- Drop in to visit the principal and superintendent once in a while to share thoughts and report on progress.

- Keep communication lines open to the school board and advisory committee through progress reports and other vehicles.

- Ask for teachers' support, point out positive aspects of the teacher(s), keep teacher(s) informed on students, and support teacher(s) in activities and relations with student(s). Be tactful.

Participation/Involvement

- Ask school staff (including non-professional staff) to give mini-presentations about their careers, hobbies, or special interests.

- Ask staff content specialists (e.g., the history teacher) to co-teach related units.

- Develop a "learning facilitation team" (see Catterall and Gazda, 1978) that coordinates the input of all staff involved with a student.

- Encourage interested staff and administration to visit the program.

- Request weekly feedback from staff on program students' performance, attitude, and attendance in their mainstreamed classes. This can be accomplished through a simple form which the teacher completes each week. Program evaluation can be based, in part, on this information.

- Solicit input during every phase of the adoption and implementation process. Ensure that staff are involved in defining the problem, generating solutions, choosing solutions, and program maintenance.
- Ask for help. Staff are more likely to support the program when program staff are not billed as miracle workers. School staff understand that the job isn't easy and are more likely to be sympathetic when program staff show their humanity.
- Seek staff input during text selection and curriculum development. For instance, program staff might work with the English department chairperson to develop a fairly equivalent alternative English course.
- Form a staff support group that can act as an in-house advisory committee. This group can be responsible, in part, for evaluating the program.
- Encourage staff and administration, who express genuine support, to do so in writing.
- Arrange for interested staff to "adopt" a program student. This staff person can try to regularly make contact with an individual student.
- Develop machanisms which encourage constructive feedback from the school community. Accepting criticism and suggestions graciously keeps communication lines open.
- Think about each member of the school community. How might they be encouraged to become involved?
- Refrain from "jumping in" to take over responsibility best left to other school personnel.
- Hold weekly information sharing sessions with school resource personnel, keep communication lines open, and use a "team" approach to help solve problems.
- Hold regularly scheduled meetings with administrators to exchange information on students and program in general, consult and consider their advice before any major changes are implemented.
- Participate in school community activities such as chaperoning a school dance, teaching in other departments for one or two classes and/or sponsoring a student club so that program staff is looked on by the student community as being positive and well-rounded. (This tends to promote acceptance of a dropout prevention effort and the students involved.)

Summary

There seem to be three main factors which encourage the development of school support: 1) the design of the strategy; 2) attention to the process by which the strategy is adopted and implemented; and 3) continual communication and involvement. The school community will most likely support a strategy that they have helped to develop, that they understand, and one that they feel has a reasonable chance for success.

Two thoughts need to be added as footnotes:

1. School support does not always mean unwavering agreement. Staff can be supportive when they offer constructive and critical feedback, express reservations, or point out problems areas.

2. School support is not a one-way process which originates from the school community and is directed toward program staff. Program staff should also be cognizant of ways that they can offer support to the school community.

Finally, it seems like the best means of generating school support is to demonstrate a good faith effort and to show progress. Public relations can not, and should not, cover an ill-conceived or ineffective program.

References Cited

Conger, J.J. Adolescence and youth. New york: Harper & Row, 1973.

Garner, A.E., & Acklen, L.M. Involving students in curriculum planning. The Clearinghouse, September 1979, 53, (1), 36-39.

Havelock, R.G. The change agent's guide to innovation in education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

Mertens, W.J. Review of some dropout research and literature. Washington, D.C.: United States Office of Education, Department of Health, Education, and Welfare, 1972.

Nielsen, A., & Gerber, D. Psychological aspects of truancy in early adolescence. Adolescence, 1979, 24, (54), 314-326.

Ponschok, F. Shawano area community resource guide for students, school, and community personnel. Shawano, WI: Shawano-Gresham School District, 1977.

Porter, O.L. Contracted school: An instrument of educational change. The Journal of Negro Education, 1971, 40 (3), 233-239.

Rogers, E.M., & Shoemaker, F. F. Communication of innovations (2nd ed.). New York: The Free Press, 1971.

Schafer, W.E. Deviance in the public school: An interactional view. In E.J. Thomas (Ed.). Behavior Science for Social Workers. New York: The Free Press, 1967, 51-58.

Shane, H.G. The "dropout problem" in educational innovation. Educational Leadership, 1973, 30 (6), 507-509.

Tindall, L., Gugerty, J., Crowley, C., Getzel, E., Salin, J., Fessenden, P., Puzzled about educating special needs students? Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980.

Walz, G.R., & Benjamin, L. A change agent strategy for counselors functioning as consultants. The Personnel and Guidance Journal, 1978, 56 (6), 331-334.

Additional References

Brant, L. I like you when I know you: Additional barriers to responsive vocational education for handicapped students. Columbus, OH: The National Center for Research in Vocational Education, Ohio State University, 1979.

Catterall, C.D., & Gazda, G.M. Strategies for helping students. Springfield, IL: Charles C. Thomas, 1978.

The prevalence of divorce brings new responsibilities to U.S. teachers. Phi Delta Kappan, April 1980, 61, (8), 540.

Establishing and Maintaining Support Outside of the School

Anne Benisch
Gabrielle Banick Wacker

Establishing and Maintaining Support Outside of the School

Out of School Support in General

A comprehensive dropout prevention effort requires the utilization of all the resources that may influence a student to stay in school. Although the primary focus of this handbook is dropout prevention centered in the school, meaningful and appropriate involvement from out-of-school resources cannot be overemphasized. This section, then, is designed to offer:

- a comprehensive description of out-of-school resources, and
- ideas and information that will suggest appropriate and innovative ways out-of-school resources can become significant sources of support for dropout prevention.

What are out-of-school resources?

Resources are things which can be turned to for support or help. For the purposes of this section, out-of-school resources are those resources found outside of the immediate school setting and include, but are not limited to:

- parents;
- advisory committees;
- citizens;
- organizations;
- business-industry-labor;
- government agencies; and
- other education providers.

These general categories of out-of-school resources serve only to facilitate discussion and are not absolute divisions. Overlapping of categories and points of discussion applicable to all categories will be found throughout this section.

How can out-of-school resources help dropout prevention programs or activities?

Out-of-school resources may become one of the best and most economical ways of improving our educational system. These resources can provide educators a support system from which to draw valuable interest, involvement, and commitment from the community. Specifically, the out-of-school resources can help dropout prevention programs or activities through:

- improving the public image,
- providing services to help meet the needs of potential dropouts, and
- providing feedback to increase the quality of the program or activity.

Each of these points are explained in the following discussion:

Improving the public image of a dropout prevention program or activity is best achieved by building positive relationships and increasing dropout prevention knowledge in the community. Acceptance and understanding of the potential dropout and refusal by the community to write these students off as failures are crucial to the success of the dropout prevention effort.

Providing services to help meet the needs of potential dropouts can be done in both the planning and implementation phases of the program or activity. Dropout prevention programs/activities will, ideally, be tailored to meet the needs of individual school districts and specific student populations. Accordingly, there will be differing needs for out-of-school support. For example, a program/activity that has vocational preparation as a primary objective and offers work experience to students will require strong support from business, industry, and labor. Another approach may be serving a student population with an acute need for professional counseling in drug abuse, child abuse, or family crises. Here, social service resources (either government or private agencies) would be critically important. Because the needs of potential dropouts are varied and do not remain the same, using out-of-school support to the maximum should be one of the ways to meet the changing needs of students.

Providing feedback to increase the quality of the dropout prevention effort is done in the evaluation phase. Out-of-school resources can give a realistic assessment of the effect of the dropout prevention activity or program on students and the community.

There are three guidelines which summarize how the school can establish a positive relationship with out-of-school resources which, in turn, can aid dropout prevention efforts in the ways previously described. In order for dropout prevention programs and activities to benefit from out-of-school resources:

> ...the entire school (teachers, students, non-certified staff, parents, principal, etc.) needs to be involved in creating good relationships between the school and community.
>
> ...the entire community (agencies, organizations, senior citizens, business people, religious groups, parents--of students at school, of parochial school students, of pre-schoolers, etc.) must also be committed to creating good relationships between the school and community.
>
> ...a supportive relationship between the school and community requires community participation in decision-making, community involvement of time and resources in the school program, and restitution of school-community problems... (Bowles and Oinonen, 1979).

Why should out-of-school resources be involved in dropout prevention programs and/or activities?

Numerous studies substantiate the need for out-of-school involvement in education. Although these studies address education in general, they can be specifically applied to dropout prevention efforts and include the following objectives:

- to increase parents' understanding of children's education
- to supplement efforts of the school staff in education
- to contribute toward the individualization of instruction and evaluation of pupils in schools
- to develop parent leadership and education
- to increase understanding and support for educational projects on the part of the community

- to facilitate communication between the school and community
- to avoid crises in the schools
- to create good will and mutual esteem between the community and the schools
- to increase the awareness of community problems and expectations of education on the part of school personnel
- to promote educational accountability to the public (Kim, et. al., 1976)

In addition, out-of-school support can help to:

- decentralize the decision-making process by aiding local schools with policy making for dropout prevention,
- satisfy the public's right and desire to be involved with the schools, and
- create an appreciation for dropout prevention efforts.

Although some of these reasons are stated in general terms, they are all applicable to specific dropout prevention programs and/or activities.

Where should out-of-school support for dropout prevention efforts be established and maintained?

The most beneficial out-of-school support for a dropout prevention program or activity will take place both inside and outside of the school. Even though the support is from out-of-school resources, it should not be interpreted to mean only outside the school building. The possibilities for establishing and maintaining out-of-school support can only be limited by the imagination of the dropout prevention staff.

When should out-of-school support for dropout prevention be established?

There is no absolute time to establish out-of-school support for dropout prevention. However, the sooner out-of-school support is established, the greater the chance for program success within the community. This, in turn, can determine the overall success of the dropout prevention effort.

Specific Sources for Out-of-School Support

A discussion of each of the seven categories (previously identified) of out-of-school support follows to aid schools in establishing and maintaining out-of-school support for their dropout prevention effort(s).

Parents

Examples. Parent support for dropout prevention is facilitated by parent participation in dropout prevention programs/activities. Parent participation can happen through parents:

- as resource people (e.g., volunteers, speakers);
- as partners in education (e.g., approval for participation, conferences, home visits); and
- as learners (e.g., parent effectiveness training).

Because of the importance of establishing and maintaining parent support and identifying possible support that can be given to the dropout prevention effort, the reader is referred to the section entitled *Involving Parents in Dropout Prevention*, where a thorough discussion of these concepts is presented.

Advisory Committee

Advisory committees represent an important way to combine all sources of support in a specific, coordinated effort. Accordingly, the section *Facilitating an Advisory Committee for Dropout Prevention* offers a detailed discussion of the role of advisory committees in dropout prevention.

Citizens

Examples. Citizens contribute to out-of-school support for dropout prevention through advisory committees, needs assessment, volunteerism, community-based learning, comprehensive planning for school-community interaction, etc.

Suggestions of ways to establish and maintain citizen support. Ten principals are suggested here for lay citizens and professional educators to remember when working together. They include:

- Only as lay citizens and professional school people working together can public education become and remain what it ought to be.
- Decisions regarding what the school ought to be are an obligation which the lay citizen cannot sidestep.
- The "how" of school operation is essentially the obligation of the professional school worker.
- Recommendations regarding schools should be channeled through the board of education, which has legal responsibility for school operation.
- Public participation will be adequate only when many devices, arrangements, and organizations are utilized.
- Public participation is needed at all levels: national, state, county, school district, the school building, and even the single classroom.
- Only as lay citizens learn to clarify and research problems can public participation be constructive.
- To succeed, public participation should take into account the values, ways of working, and organizational patterns of each community.
- Public participation is developmental in nature: as lay citizens and school workers succeed in small tasks, they gain confidence and skill to bring such interaction to full flower.
- Effective citizen participation in public education requires superintendents, principals, and other school leaders who perceive the responsibilities in such a program, who take steps to start it going, and who continue to give it guidance (Campbell & Ramseyer in Bowles & Oinonen, 1979).

Possible support that can be obtained from citizens. Valuable *input* from citizens concerning the dropout prevention program/activity can be obtained through advisory committees, comprehensive needs assessment and planning, volunteerism, etc. Out-of-school *volunteer support* can come from a variety of community members: parents of program/activity students, other school parents, family members, senior citizens, and university and VTAE students, to suggest a few possibilities. The following, Figure 1, offers a range of possibilities for volunteer activities in dropout prevention.

Figure 1

Possible Volunteer Activities in Dropout Prevention

1. In-class Helpers: Under the teacher's direction, volunteers can play a learning game in a small group situation, listen to a child read, tutor, help set up needed supplies--in other words, be an extra pair of hands in the classroom.

2. Correctors: Particularly in those subject areas which utilize worksheets, and pre- and post-tests, volunteers can be of great aid as correctors, using an answer key.

3. Library, Media-Center, and Learning Lab Aides: Volunteers can be of special help in those areas of a school utilized by many students. They can check out and catalogue books and other media, run AV equipment, handle manipulatives and learning games, etc.

4. Classroom Guest Speakers: Many people have slides, movies, souvenirs, hobbies, or interests which add to existing curriculum. Guests can be used both in large and small group settings. Before a classroom guest comes in, it is wise to talk over with him or her the questions both students and teachers would like answered, and discuss how the presentation can be geared to the age group of the audience.

5. Clerical Helpers: Volunteers can help with typing, duplicating, filing or collating teacher or office materials.

6. Club Advisors: Volunteers can take charge of small groups of students through enrichment program club activities like photography, chess, model-making, cooking, campcraft, nature interests, knitting, origami, flower arranging, baton, ballet, guitar, sewing, woodwork, ceramics, candlemaking, all kinds of arts and crafts, and other clubs directly related to curriculum studies. Club advisors could serve just for one session, or throughout the whole year.

7. Room Parents: Parents who handle details for homeroom activities such as holiday parties. The concept could work equally well with non-parents or a grandparent.

8. Field Trip Chaperones: This job involves supervising children on the bus and at the site visited; some teachers rely on volunteers to help make transportation and reservation arrangements.

9. Contributors to Social and Fund-Raising Events: Volunteers generally can take full charge of fund-raising events once the principal's approval has been given.

(continued)

Figure 1 (continued)

10. Advisory Council Members: Advisory committee members often fulfill specialized roles such as volunteer coordination, newsletter editor, parent information center chairman, or fund-raising chairman.

11. Miscellaneous: Volunteers can weed patios, decorate school bulletin boards, build shelves, paint playground equipment--do any number of things as needs arise.

Adapted from: Murray (1974)

Organizations

This category includes social-service agencies as well as personal and public agencies and religious organizations. The following are examples of such agencies:

Chamber of Commerce
Goodwill Industries
Mental Health Association
Family Crisis Center
PTA
Optimists
Local TV and radio stations
Religious organizations
Al-a-Teen
Big Brothers
Boys Clubs
Scouts
Community Action Agencies
Jaycees-Jaycettes
Junior Achievement
Opportunities Industrialization Center
Child Find
Unified Board
United Way
Upward Bound Program
Urban League
YMCA/YWCA
Lions
Kiwanis
etc.

Suggestions of ways to establish and maintain organizational support. In establishing support with any organization or agency, it is important to realize that all involvement begins with the common concern for the potential dropout. Agencies and schools may have different ways of addressing their concern but they all have the same goal for the student: helping him or her stay in school.

A sometimes overlooked reason to incorporate organizational support into a dropout prevention program or activity is for combined efforts in planning for individual students. For instance, if a student is receiving drug counseling, the techniques of self-control and taking responsibility for his or her own actions can be stressed through his or her whole school program. In order for this to happen, the drug counselor will need to be present in the planning sessions for that particular student. It is this combined effort on the part of the school and other agencies that can lead to a comprehensive program plan for each student without unnecessarily duplicating services.

Maintenance of organizational support can be fostered through three general principles:

- continuous open communication,
- interaction, and
- belief in the philosophy of providing the most comprehensive services to a potential dropout through positive school-organizational links.

Possible support that can be obtained through organizational support. The following list provides examples of support which organizations can give to dropout prevention programs and activities.

1. Exchanging information. This is a fundamental first step and one that must be viewed as a two-way process if it is to be effective. Should the information exchange involve a particular student in most cases, informed parental consent will be necessary.
2. Input into the curriculum. The use of guest speakers, developing curriculum tasks around activities like organization-sponsored projects or essay contests, and career awareness activities are all part of eliciting input into the curriculum. Organizations and agencies may attach a greater significance to their contribution when it is valued as an integral part of curriculum, rather than tangential.
3. School initiated requests for services. Again, the legal and ethical considerations of informed parental consent must be made. Exceptions might include seeking pregnancy counseling for a student or compliance with the mandatory obligation to report in good faith cases of children in need of protective services (Wisconsin Statutes, Subchapter XX, Children's Code 48-981, 1974). The economic or social service needs of a child usually reflect family need. Good judgement in referring youth to service providers outside the school would include efforts to make parents part of the decision process.
4. Jointly sponsored programs. Use of school facilities for activities, cooperation of schools in designing programs such as summer camps, and identifying CETA-eligible youth are a

few examples of jointly sponsored ventures. More creative work needs to be done in generating commitment to helping the potential dropout with the same enthusiasm that clubs and organizations provide scholarship money to the college-bound.

5. Student involvement with organizations. Use of students as volunteers or part-time paid employees in mental health agencies, hospitals, and social service agencies is an opportunity for increasing the potential dropouts commitment to society while offering a chance for cross-generational and cross-cultural interactions. Students as volunteers for civic clubs functions, whether its building a float for the fourth of July parade or visiting the elderly in a nursing home, can enhance the student's self-esteem and counter negative labeling while enriching the community experience.

6. School input into organizations/agencies. The dialogue that begins with information exchange may be the basis for opportunities to articulate school and dropout prevention programs/activities needs to civic groups, social and recreational service providers and a host of other possible sources of out-of-school support. Parenting skills curriculum and techniques that begin as a dropout prevention program/activity may be shared with and adapted by groups like the PTA or YMCA. Social services and law enforcement agencies may particularly need educational services or school personnel input in addressing the problems of youth for whom they are responsible.

(Catteral, 1978)

Government agencies, business, industry, and labor, and other education providers also supplement and contribute to school services. The discussion about how to utilize support from organizations can also be applied to these community resources.

Business-Industry-Labor

The reciprocal relationships between business-industry-labor and the public schools are especially important to dropout prevention efforts. Studies in community leadership and influence on educational policy suggest the substantial role that business-industry-labor can have in shaping opinion and mobilizing community resources in support of or in opposition to school issues. In some school districts, business-industry-labor is instrumental in generating school and community commitment to dropout prevention and providing valuable work experience to students. Their continued participation and involvement will help achieve specific goals and objectives for serving potential dropouts.

Examples. Farm Bureau, Farmers Union Cooperatives, small business, large corporations, American Federation of Labor/Congress of Industrial Organizations (AFL/CIO), Teamsters Union, and United Auto Workers are all examples of such organizations.

Suggestions of ways to establish and maintain business-industry-labor support. Planning for business-industry-labor support is really a needs assessment process. Once the need for dropout prevention has been established, the need for business-industry-labor support should be identified, keeping in mind the approaches to be implemented in the program. The following questions suggest some of the considerations which may be helpful in determining business-industry-labor support:

- What businesses and labor organization resources are locally available?
- What is the "track record" of cooperation between the schools and local business-industry-labor resources?
- Is dropout prevention a priority for the school system in utilizing limited business-industry-labor people resources and materials resources?
- What kind of business-industry-labor support is a priority for the dropout prevention approach/approaches?

Dropout prevention staff or advisory committees who take the responsibility of developing and implementing business-industry-labor support should be especially sensitive to abiding by organizational protocols. There should be awareness and respect for proper channels of communication, good judgement in making phone calls and visits to people in their workplace, and continual evaluation for appropriate and meaningful utilization of business-industry-labor support in dropout prevention.

Possible support that can be obtained from business-industry-labor. The support given by business-industry-labor to dropout prevention efforts can take many forms. The following lists suggests some of the ways in which this support may exist:

- providing job sites for students
- serving as volunteers
- providing financial assistance
- providing career information and/or counseling

- providing occupational or job hunting training
- providing transportation or other services and materials
- providing or making available equipment for on-site or off-site use
- providing program information to their employees (many of whom are parents in the community)
- helping dropout prone students see the need for their own education

Government Agencies

Examples: CETA programs, Health and Social Services, State Departments of Public Instruction, Job Service, Juvenile Justice System, Vocational Rehabilitation Services, etc.

Suggestions of ways to establish and maintain governmental agency support. Establishing support from government agencies is best achieved through positive communication and interaction with these agencies. There are several suggested activities which can facilitate the formation of this positive relationship. They include:

- programs to increase staff awareness of the out-of-school social and economic conditions of students;
- inservice to create understanding of the delivery of government social services to school children; and
- human relations programs to enhance staff sensitivity and responsiveness to youth whose complex adn often seemingly hopeless problems must be addressed. (Saxe, 1975)

Once the initial contact is made with government agencies, they will determine the degree to which they will become involved with a dropout prevention effort. In some instances, their cooperation and support represent clearly defined partnerships. In other cases, the explicit commitment to dropout prevention does not exist, yet school staff conscientiously utilize these resources to further their program objectives.

Specific ways in which governmental agency support can be established and maintained and possible support that can be obtained from them are discussed in the following section. The discussion focuses on only some of those governmental agencies that can be helpful to dropout prevention.

CETA. A variety of CETA-funded youth programs mandated by the Youth Employment and Demonstrator Projects Act (YEDPA) of 1977 are designed to serve disadvantaged youth who may be potential dropouts. Several of these programs are described here.

Youth Incentive Entitlement Pilot Projects

The YIEPP, also known as the Youth Entitlement Demonstration, guarantees a job for any youth who meets the criteria of the program. The participant must remain in, or return to, a secondary school or enroll in a high school equivalency program for eligibility. The participants must maintain established performance standards to remain eligible for guarantee of a part-time job during the school year and a full-time job during the summer months. This program is experimental and is not being implemented in Wisconsin.

Youth Community and Conservation Improvement Projects

YCCIP is designed to develop the vocational potential of unemployed youth ages 16-19. The youth are supervised and the program provides tangible benefits to the local community. Projects include winterization, park improvement, building refurbishing, tutoring, elderly assistance and outreach. It includes youth in and out of school. Neighborhood and community organizations are involved in program planning and job development.

Youth Employment and Training Programs

The main purpose of YETP is to provide youth with a broad range of employment and training services which will enable them to secure unsubsidized employment.

Youth who are in school work an average of 10 hours a week while attending school, and are paid the federal minimum wage. This program has two components: 1) transitional services that are designed to help youth make the transition from school to unsubsidized jobs, and 2) career employment including career information, counseling and guidance. Participation is limited to youths age 16 and over.

Summer Program for Economically Disadvantaged Youth

SPEDY is a summer program for economically disadvantaged youth ages 14 through 21. It is mainly designed as a work experience program which offers

> vocational information and short-term jobs, counseling and support services to assist youth in and out of school in making career decisions. A large part in the success of this program hinges on close supervision to assure that youth are being provided with structured work that will improve their work habits, skills and attitudes.

Additional CETA programs that may serve the needs of potential dropouts are: 1) Work Experience Programs for Youth and 2) On-the-Job Training.

Work Experience Programs for Youth

> Work Experience programs are offered to participants with little or no previous job history. Work Experience is appropriate for youth because flexible full- or part-time positions can be structured for youth in or out of school. This program is prohibited in the private profit-making sector. It is designed to enhance the employability of individuals through the development of good work habits and basic work skills.

On-the-Job Training (OJT)

> Unlike work experience, OJT may take place in the private or public sector. The employer promises to hire the trainee full-time if the program is successful and the employer pays half of the trainee's wages. OJT is more difficult to arrange but it is more valuable for the participant. The OJT contracts are negotiated for entry-level positions and very often problems arise because openings become available at the second level rather than entry level jobs. (Novak & Dougherty, 1979)

Through on-the-job training, work experience, employability skills training, vocational exploration, and school-to-work transitional services, CETA programs provide a critical link in services to disadvantaged youth who are likely to drop out of school.

Job Service. The Wisconsin In-School Placement Project links 146 Wisconsin schools and Job Service in a nationally recognized interagency program designed by the Wisconsin Vocational Studies Center of the University of Wisconsin-Madison (Carnegie Council, 1979). Priority is given to serving potential dropouts through a team approach for providing career counseling, employability skills development, labor market information, and placement services. Individual districts and consortia of school cooperate with Job Service through non-monetary contracts to develop a team, usually consisting of a local vocational education coordinator, a school counselor, and a Job Service Specialist. The team is then able to develop its own plan for addressing each of the Job Service components.

Law Enforcement/Juvenile Justice Systems. Juvenile delinquency factors frequently emphasized by sociologists (e.g., poor school performance, low socioeconomic status, large families, and broken homes) are much the same as those associated with dropouts and in-school youth whose disruptive behavior often precipitates dropping out of or expulsion from school (Carnegie Council, 1979; Lufler, 1978). Many troubled youths can be better served by the cooperative efforts of the dropout prevention staff, other school personnel, and law enforcement/juvenile justice personnel.

One of the most common causes for court contact is truancy, a recognized symptom of dropout-prone youth and a status offense which requires referral to the juvenile justice system. Another instance of mandatory referral to the authorities, frequently the juvenile courts, is a reasonable cause to suspect an abused or neglected child, commonly known as CHIPS (Children In need of Protective Services).

Also, because many potential dropouts exhibit behavior that reflects their contempt for authority, acts of delinquency and local ordinance violations are apt to bring them into contact with local police. When this happens, it is not unusual for dropout prevention staff to assume an advocacy role on behalf of the youth involved. School personnel, especially dropout prevention staff, can enhance their youth advocacy role by:

- offering insight to the youth's background, school, and work behavior;
- intervening on the youth's behalf to resolve in-school problems;

- helping implement probationary or restitution-related activities that may involve work experience or community service; and
- offering counseling and curriculum in dropout prevention approaches that will help to reduce repetition of delinquent behaviors.

Efforts of a more preventive nature have been implemented across the country. Suggestions of ways the juvenile justice system can provide support to dropout prevention efforts are job shadowing with local police, field trips to police facilities, and having police serve on advisory committees.

Health and Social Services. Health, mental health, and social services provided by government are especially likely to play a role in serving the needs of the low income potential dropout whose socio-economic status implies a greater degree of dependence on government assistance (deLone, 1979).

Suggestions of ways to establish and maintain health and social service support and possible support that can be obtained is discussed further under the heading of "Organizations" as they apply to both areas.

Other Education Providers

It is clear that the societal implications of an increasing dropout rate demand the commitment of many diverse resources. For colleges, universities, and the vocational education system, there is a self-evident fact; high school dropouts who lack basic skills and a high school diploma are potential students lost to the postsecondary systems. Other students who lack high school preparation will require extraordinary educational services to enable them to benefit from university or vocational-technical programs. Postsecondary systems and other education providers can be both cooperative and innovative in responding to the public school's efforts to prevent dropouts and enhance educational programs for all students. Some of the services most relevant to dropout prevention are outlined in the following section. Although these services are representitive of Wisconsin, most states have services comparable to those mentioned here.

Vocational, Technical and Adult Education (VTAE) System. A 1976 memorandum of agreement drafted by the Superintendent of the Department of Public Instruction and the State Director of Vocational, Technical, and Adult Education helped to initiate the development of a variety of services available to high school students from the VTAE districts in Wisconsin (Sorenson, Note 1). These services range from specialized vocational courses (like auto mechanics, which may not be available in the local high school) to career counseling and career exploration. Figure 2 summarizes the multiple ways in which the VTAE is offering support to local schools' efforts to keep youth in school.

Figure 2

The following items attempt to show how the various VTAE districts served high school students during the 1978-79 school year.

1. VTAE districts provide vocational and/or technical instruction to 16-17 year old students under contract with a high school district. The student receives high school credits for the work accomplished.

2. A high school student may enroll for one or more vocational, college parallel or technical courses for VTAE credit to be taken concurrently with high school work, and personally pays the VTAE tuition.

3. VTAE districts provide G.E.D. preparatory courses for students in the 16-17 year age group.

4. A number of public schools provide instruction for high school students in vocational-technical subjects by contracting with the local VTAE district. For example, a school district asks the VTAE district to supply, and contracts for, a VTAE instructor who teaches one or more high school students for one or more hours each school day in a high school building.

5. Many VTAE districts provide vocational and technical education for public school credit to high school students and are not contracting with the public schools to provide this service, for example, a series of orientation or exploration sessions in one or more discipline(s) to enhance articulation or the career education concept.

(continued)

Figure 2 (continued)

6. VTAE districts provide counseling, evaluation and career exploration services to high school students.
7. High schools rent facilities, and staff these facilities with high school instructors in three VTAE districts.
8. One VTAE District serves the potential dropout through intensive counseling and assessment in cooperation with the secondary school and an appropriate plan of instruction is jointly drawn with student input as well.

Adapted from Sorenson (Note 1)

University Extension. The University of Wisconsin-Extension offers an impressive array of programs and services which can have a positive impact on school dropout prevention efforts. A sampling of these programs and services follows.

Independent study of study by correspondence can be as extremely useful tool for keeping students in school. It can help a range of students, including:

- the bright student, who is not challenged by his or her local high school's curriculum, can be kept interested by an Independent Study offering--whether it's a language course his or her school doesn't offer, an advanced math course, a creative writing course or even a university level course.
- the slow student, who may have a poor grade average, can be kept in school by taking high school level correspondence study courses over the summer and thus staying up with his own class in the fall. For example, a 10th grade student who failed English could take it by correspondence study and be kept from falling behind, reducing the failure syndrome and sense of hopelessness that often leads to dropping out.
- the working student, who has to support him/herself or his/her family, might be kept in high school by supplementing his/her education through correspondence and attending classes at school only half days.

- the student who says 'who needs it?' and is planning a career he or she believes there is no need for a high school diploma, might be kept in school by being encouraged to take one of the technical courses offered by Extension's Independent Study Program. These courses, such as automotive chassis, introduction to refrigeration or general aeronautics might convince him or her every field is easier with a high school education--while studying something he or she likes.

- the pregnant student or school age mother unable to find child care could take correspondence study courses while she must be away from school.

Fee payment for courses can be arranged through local school boards and UW-EX as outlined in Wisconsin Statutes 120.21. Copies of the high school catalog are available through county extension offices (Reed, Note 1).

The 4-H Youth Program is officially part of the U.S. Department of Agriculture and the University of Wisconsin-Extension Cooperative Extension Service. 4-H has its roots in rural areas, but today most counties with large cities and towns also have 4-H clubs. With the help of adult volunteers, boys and girls age 9-19 form clubs to learn practical life skills. Youth agents and specialists provide training and resource materials. Most 4-H clubs are formed around a project approach (e.g., creative and fine arts, foods and nutrition, clothing and textiles, small and large animal care, public speaking, woodworking, and home gardening.

In addition to the development of life skills, the opportunity to experience success and enhance self-esteem, the chance for positive peer interaction and interaction with adult role models, make 4-H an attractive supplemental program for in-school dropout prevention programs/activities.

The 4-H contribution is furthered by the recent addition of community development projects which focus on youth and adults working together to solve community problems such as environmental needs or needs of the elderly.

Teacher inservice has long been an important activity of the University of Wisconsin-Extension. Through the Educational Telephone Network (ETN) and the Statewide Extension Educational Network (SEEN) instructional communications systems, UW-EX offers a variety of courses, including some for credit, available at over 200 locations statewide. A sampling of recent course offerings especially relevant to dropout prevention include:

- teenage pregnancy;
- mainstreaming for administrators;
- survival in the classroom; and
- parenting and the schools.

Community Based Educational Counseling for Adults (CBECA) is available in 42 Wisconsin counties. This program provides individual educational and vocational counseling to adults who are considering returning to school. The program is co-sponsored by the Wisconsin State Board of Vocational, Technical and Adult Education and the University of Wisconsin System, and is coordinated by University of Wisconsin-Extension.

Occasionally school personnel refer youth to CBECA counselors. These youth may experience severe alienation from the school and are on the brink of dropping out. A youth who has tuned out the school's attempts to reach him or her may be able to benefit from a CBECA counselor who offers one-to-one attention from a neutral perspective and at a non-threatening site, such as a neighborhood center or a library. A major advantage of the CBECA counseling service is objectivity in presenting educational alternatives to clients (Thompson & Jensen, 1977).

Colleges and Universities. In its report, Giving Youth A Better Chance, the Carnegie Council on Policy Studies in Higher Education addressed the failures and problems of elementary and secondary education in part, because:

- talent is lost to higher education by elementary and secondary school failure;
- some of the successful mechanisms by which colleges and universities help the disadvantaged (i.e., work-study and cooperative education programs) could be replicated at the high school level; and
- colleges and universities have the responsibility for training teachers and administrators for the public schools and there is much evidence that needed changes in the training of school personnel have lagged behind changes in our society.

The Carnegie Council outlines three ways in which colleges and universities can work to make the elementary and secondary school experience a successful one for all youth; 1) through the use of college students as volunteers in schools and community service; 2) through the concept which pairs the resources of local colleges and universities with school districts; and 3) most significantly, through the process by which schools of education train teachers, administrators, and support personnel for roles in public education (The Carnegie Foundation, 1979).

There are a variety of volunteer roles that college and university students can play in school programs and particularly in dropout prevention. College students as volunteers can be especially effective because:

- they are close in age to potential dropouts and may be better able to empathize with those students' frustrations and problems;
- minority volunteers from nearby college campuses may bridge the cultural gap for minority students in districts with limited minority staffing;
- college volunteers can provide positive role models in career, educational, and coping skills; and
- they are not "guilty by association" with the high school where the troubled student is experiencing problems.

The Carnegie Foundation report also criticized teacher training institutions for their failure to respond to the dramatic changes in public schools over the past decade.

> Over the years there have been excellent proposals for reform of teacher training, notably of Conant (1963), Silberman (1970), and the Study Commission on Undergraduate Education and the Education of Teachers (Teacher Education, 1976), and yet the recommended changes have not occurred to any great extent. The explanations appear to be chiefly inertia and insulation of schools of education from the problems actually encountered in the schools, particularly secondary schools with disadvantaged student bodies (Carnegie Foundation, 1979, p. 191).

The institutions of higher education that offer teacher training programs are a resource which could have substantial influence over the course of dropout prevention in the public schools. There is little argument that the quality of staffing has profound effect on the success of dropout prevention approaches (Novak & Dougherty, 1979). Teacher training institutions can respond to the staffing needs of dropout prevention by:

1. Initiating a partnership role with school districts in staff development by focusing on the identified needs of individual districts (Gudridge, 1980);
2. Developing comprehensive administrator development programs that focus on the pre-service and in-service needs for effective response to the dropout problem;
3. Encouraging cultural pluralism in the recruitment and admissions of students pursuing teaching careers (Carnegie Foundation, 1979); and
4. Incorporating elements into the curriculum that will address the need for teachers trained for new roles, i.e., work experience coordinators, community resource coordinators (Carnegie Foundation, 1979).

Another significant contribution of schools of education not to be overlooked is the research and program development activities that offer new approaches, insights and resources to elementary and secondary schools. Programs and materials that are developed in close collaboration with local school districts can be field tested and evaluated in realistic classroom situations and can benefit from the practical expertise of school personnel who will ultimately implement changes. Examples of two University of Wisconsin-Madison initiatives with particular relevance to dropout prevention are the Individually Guided Education program of the Research and Development Center for Cognitive Learning and the Wisconsin Career Information System developed by the Wisconsin Vocational Studies Center. Individually Guided Education is the unifying theme of a broad spectrum of research focusing on how children learn and improving instructional strategies. The Wisconsin Career Information System (WCIS) is an interagency program developed to provide occupations, educational, scholarship, and leadership information throughout the state.

Identifying Out-of-School Support

Before a school system can fully utilize community resources, it must first identify the resources available. A good beginning for identification of sources may start with school guidance personnel. District programs in career education and job placement generally have a data bank of information about resources in industry, labor, and government. Information related to agencies like Job Service and CETA is also frequently available. Other school staff such as school social workers and psychologists are most apt to have established professional relationships with social services. Through these relationships they can help guide dropout prevention staff in developing school service support. School administrators and public relations personnel often have established contacts that will enable them to identify local service clubs and civic leaders as resources.

It is helpful to catalog community resource information as it is collected. A sample inventory format which could be the basis for cataloging potential sources of out-of-school support entitled "Out-of-School Resource Inventory" is presented in Figure 3. Dropout prevention staff could distribute such a resource assessment tool to district staff or a steering committee might undertake data collection as an initial project. Completed information sheets could then be kept in three-ring binders for use by dropout prevention staff. Moreover, making such a resource inventory available to other school personnel could enhance in-school support for dropout prevention.

A quick and easy method of identifying out-of-school resources in a more generalized way is through the development of a "Community Resource Grid" found in Figure 4. The column headings and listings of out-of-school resources can be altered to reflect the needs of each individual dropout prevention program or activity.

When identifying community resources that can be used in conjunction with dropout prevention efforts and out-of-school support, one may wish to survey the local and neighboring communities. A sample survey instrument that could be adapted to the local situation for such a survey is included as Figure 5.

Figure 3

Community Resource Inventory

Name of Organization/Business/Agency: ____________________

Address: ____________________ Phone: ____________

Principal Contacts: ____________________
name title/position

Referred by: ____________________
(e.g., school principal, guidance counselor, librarian)

Description: ____________________
(e.g., social service focusing on youth problems, or; medium size manufacturer of electronics equipment)

____

Accessible by Public Transportation? ____________________

Restrictions/Fees/Eligibility: ____________________

****

Resource Potential

GENERAL	(X)	COUNSELING	(X)
field trips		family	
guest speakers		legal	
volunteers		health	
materials		mental health	
equipment		birth control	
donated services		drug abuse	
advisory members		alcohol abuse	
other (specify)		vocational	
WORLD OF WORK		employment	
		educational	
		other (specify)	
cooperative work study		RECREATION/ENRICHMENT	
occupational training		movies	
job shadowing		sports	
CETA slots		theater	
job opportunities for 14-15 yr old		art	
		music	
		dance	
employee volunteers		special interests (specify)	
release time for employee volunteers			
other (specify)			

Additional Information:

Figure 4

Community Resource Grid

Resources	Help Improve Public Image	Personal Counseling	Career Information	Occupational Training	Job Placement	Academic Classes	Materials or Transportation	Financial Assistance	Help Evaluate Program	Other
1. Job Service										
2. Manpower Council or CETA										
3. Vocational Rehabilitation										
4. Vocational Schools										
5. Social Service Agencies										
6. Community Action Programs										
7. Juvenile Justice System										
8. Local Labor Unions										
9. Local Service Groups										
10. Advisory Committees										
11. Colleges and Training Institutions										
12. Parents										
13. Religious Organizations										
14. Other										

Adapted from Kosmo et al., 1976, p. 31

Figure 5

Survey for Identifying Community Resources
Available to Public Schools

Firm Name ______________________________

Address ______________________________

Telephone ______________ Number of Employees ________

Contact Person ______________ Title ________

1. Please briefly describe the major products and/or services of your firm.

2. Would someone from your firm be willing to help teachers and conselors gain a better understanding of your firm and its role in the economy?

   Yes ____ No _____

3. Does your firm have any materials describing the firm's organization, jobs, etc., which you would be willing to provide for use in school libraries?

   Yes _____ No _____

   What kinds of materials are available? (If feasible, please send samples of available materials such as annual reports, etc.)

4. Would someone be willing to assist teachers and couselors in developing resource materials on occupations and careers for use in school classrooms?

   Yes _____ No ____

5. Would you or another representative of your firm be willing to discuss economic issues, careers, etc., with students in a classroom setting?

   Yes _____ No ______

   What restrictions would there be?

6. Would your firm be willing to provide tours for student groups?

   Yes _____ No ______

   What restrictions would there be (e.g., grade levels and number of students)?

(continued)

Figure 5 (continued)

7. Would your firm be willing to set up any unpaid short-term on-site learning expereinces (ranging from 3 days to 3 weeks) for high school students?

Yes _____ No ______

What kinds of positions?

How many students could you accommodate? ______

For what length of time? ______________

What special conditions would there be?

8. Are any part-time jobs for high school students ever available?

Yes _____ No _____

What kinds of jobs?

How is application made?

9. Would your firm be interested in participating in an in-service program to update teachers and counselors on the local economy and job market?

Yes ____ No _______

Please check all the kinds of involvement interested in.

______ Professional growth course - 10-30 hours.
______ Morning or afternoon seminar.
______ On site visitations by groups.
______ Full-day shadowing by individuals.
______ 2-3 week internships
______ Other (please explain ______________________________________).

10. What type of input could your staff members provide for such an in-service seminar or course? (Check all that apply and suggest additional input.)

______ Analyze the local economic developmental picture
______ Share the impact and/or environmental concerns
______ Discuss the impact of inflation/recession on business
______ Talk about the needs of youthful workers, i.e., their strengths and weaknesses in an organization
______ Discuss employment practices
______ Other (please list ____).

Source: A Kit of Career Education Assessment and Evaluation, Madison, WI: Wisconsin K-12 Career Education Consortium (2nd. ed.)., 1977.

Summary

Developing creative school-community relationships to address the needs of potential dropouts can be beneficial to the student, the school, and the community. The partnership of families and schools can ease students' transition from the home environment to the school setting and offer an integrated approach to the needs of young people. Greater ethnic and minority family involvement can be a vehicle for increasing cultural pluralism in the schools.

School-community interaction, especially with business-industry-labor, can facilitate youth transition to the world of work and make school seem more relevant to a potential dropout.

Utilizing out-of-school support in dropout prevention programs or activities can enhance the quality of educational programming. Moreover, incorporating out-of-school resources in dropout prevention represents a holistic approach to the problems of potential dropouts. Potential dropouts who need help in areas such as health, family crisis, employment and delinquency present concerns which are beyond the scope of schools alone. Out-of-school support can bridge these gaps and be an essential ingredient in successful dropout prevention.

References Cited

Bowles, B.D., & Oinonen, C. School-community relations: A comprehensive bibliography. Madison, WI: University of Wisconsin-Madison, Research and Development Center for Individualized Schooling, 1979.

The Carnegie Foundation for the Advancement of Teaching. Giving youth a better chance. Options for education, work, and service. San Francisco, CA: Jossey-Bass Publishers, 1979.

Catterall, C.D. Facilitating staff involvement in implementing appropriate interventions. Canadian Counselor, 1978, 12, (2), 95-98.

Catterall, A.D., & Gazda, G.M. Strategies for helping students. Springfield, IL: Charles C. Thomas, 1978.

deLone, R.H. Small futures. Children, inequality, and the limits of liberal reform. New York: Harcourt Brace Jovanovich, 1979.

Gudridge, B.M. AASA critical issues report: Teacher competency, problems and solutions. Sacramento, CA: Educational News Service, American Association of School Administrators, 1980.

Kim, J.E., Fruth, M.M., & Bowles, B.D. Home-school-community relations: The state of the art. Madison, WI: University of Wisconsin-Madison, Wisconsin Research and Development Center for Cognitive Learning, December 1976.

A kit of career education assessment and evaluation, Madison, WI: Wisconsin K-12 Career Education Consortium (2nd. ed.), 1977.

Kosmo, Susan J. and Hartz, John D. Transitional career placement in the rural schools, (Rural America Series). Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1976.

Lufler, H.S. Jr. Discipline: A new look at an old problem. Phi Delta Kappan, February 1978, 424-426.

Murray, A. Parent power in the schools. Chelmsford, MA: Merimack Education Center, August 1974. (ERIC Document Reproduction Service No. ED 102-475)

Novak, J., & Dougherty, B. (Eds.). Dropout prevention in Wisconsin -- Volume I: A review of programs and activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Saxe, Richard W. School-community interaction. Berkeley, CA: McCulchan Publishing Corp., 1975.

Thompson, C., & Jensen, D. Community-based educational counseling for adults (CBECA). Madison, WI: University of Wisconsin-Extension, Office of Student Services, 1977.

Reference Notes

Reed, J. Personal communication, March 6, 1980.

Sorenson, R. Testimony at Wisconsin Assembly Education Commission Hearings, December 12, 1979. Madison, WI.

Wisconsin Statutes, Subchapter XX, Children's Code 48.981, 1974, pp. 1103-1104.

Additional Resources

Barnes, W.J. Developing a culturally pluralistic perspective: A community involvement task. *Journal of Negro Education*, March 1979, *48*, 419-430.

Block, E.E. *Failing students-failing schools: A study of dropouts and discipline in New York state*. New York: New York Civil Liberties Union, 1978. (ERIC Document Reproduction Service No. ED 160-674)

Cahn, E.S., & Passett, B.A. (Eds.). *Citizen participation: Effecting community change*. New York: Praeger Publishers, 1971.

Chilman, C.S. Some angles on parent-teacher learning. *Childhood Education*, December 1971, *48*, (3), 119-125.

Dane County Youth Commission. *Needs assessment project volume I: Youth survey*. Madison, WI: Author, 1980.

ETN. Madison, WI: University of Wisconsin-Extension, Instructional Communications Systems, n.d.

Fantini, M. Community control and quality education in urban school systems. In H.M. Levin (Ed.). *Community control of schools*. Washington, D.C.: The Brookings Institution, 1970.

4-H youth development program area activity report fall 1978. Madison, WI: University of Wisconsin-Extension, 1978.

Gallup, G.H. The eleventh annual Gallup poll of the public's attitudes toward the public school. *Phi Delta Kappan*, September 1979, *61*, (1), 33-45.

Granowsky, A., Middleton, F.R., & Mumford, J.H. Parents as partners in education. *The Reading Teacher*, 1979, *32*, (1), 826-830.

Gudridge, B.M. *Teacher competency problems and solutions*. Sacramento, CA: Education News Service, 1980.

Hoyt, K. *Community resources for career education*. Washington, D.C.: United States Department of Health, Education, and Welfare, Office of Career Education, 1976.

Hunter, F. *Community power structure*. Chapel Hill, NC: The University of North Carolina Press, 1953.

Kosmo, S.J., & Novak, J.L. (Eds.). *Orientation to the job placement process*. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1978.

Liagos, A. School, alienation and delinquency. *Crime and Delinquency*, July 1978, *24*, (3), 355, 370.

Litwak, W., & Meyer, H.J. *School, family, and neighborhood: The theory and practice of school-community relations*. New York: Columbia University Press, 1974.

Losen, S.M., & Diament. B. *Parent conferences in the schools*. Boston, MA: Allyn and Bacon, Inc., 1978.

Norton, R.E. *Using community resources in career education: An imperative*. Columbus, OH: Ohio State University, National Center for Vocational and Technical Education, 1973.

Partners in progress report 1978-1979. Ashwaubenon, WI: Ashwaubenon School District, June 1979.

Ponschok, F. *Shawano area community resource guide for students, school, and community personnel*. Shawano, WI: Shawano-Gresham School District, 1977.

Rosenberg, M. Community relations-approaches educators use. *Education Digest*, 1974, *39*, (5), 42-44

Scriven, G. Teachers working with parents in schools. *Peabody Journal of Education*, 1975, *53*, (1), 53-56.

Speight, P., & Van Ness, P. *In school job placement project*. Madison, WI: Department of Public Instruction, n.d.

Stearns, H.L. *Community relations and the public schools*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1955.

Strong, M.E., Boss, R.D., Kosmo, S.J., & Hammerstrom, W.A. *A coordinated and comprehensive school-based career placement model. Volume III, coordinated, comprehensive placement system*. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1975.

Swick, K.J. Toward a meaningful family-school relationship. *The Clearinghouse*, October 1979, *53*, (2), 97-100.

Walker, R.W., *A handbook for career guidance counselors*. Urbana, IL: University of Illinois, College of Education, Department of Vocational and Technical Education, 1974.

Wisconsin criminal justice information, crime and arrests 1978. Madison, WI: Department of Justice, Division of Law Enforcement Services, Crime Information Bureau, 1978.

Involving Parents in Dropout Prevention

Keith Ruzicka
Susan Edison-Swift

Involving Parents in Dropout Prevention

Involving parents in dropout prevention is one part of the larger picture of involving parents in our schools. Parental involvement in American schools has been an essential ingredient throughout our educational history. In earlier time, there was a strong commitment to the building and maintaining of the local school. Over time as our schools have become larger, we have seen a gradual withdrawal of parental concern about our schools. Today the tide seems to indicate that parents once again want to become more involved in the school and its activities. With the advent of Title I and special education legislation, there has been a trend to utilize and reach out to parents and once again make them part of the educational process.

Why Parent Involvement?

Involving parents in dropout prevention can take on many and varied forms. The involvement may be of primary importance (e.g., extensive home visits, parents as tutors) or as a supporting service (parental permission, conferences) to the dropout prevention program. Whatever the role, working with parents, involving parents, and/or teaching parents can be justified for a number of reasons, some of which are described in the following:

> *Parents of troubled children can be at a loss as to how best to deal with and help their children.* These parents can be especially receptive to a program which offers support and help in the form of parent study groups.
>
> *Not all school problems are precipitated by the school environment.* It is noted that school can become the natural arena where children can act out against their parents. School problems aggravated by family problems might be best helped by a parent involvement approach (Gross & Hirt, 1979).
>
> *Parent involvement approaches recognize the importance of the family in the student's education.* The family is the first and one of the primary educators. A parent involvement approach can teach parents to be better educators and how to utilize family resources to reinforce dropout prevention efforts at home.

Working with parents can positively affect student performance, behaviors, and attitudes. Research has shown that working with parents, especially when combined with student counseling, is an effective way for bringing about behavioral changes in students. Also numerous studies indicate that working with parents on an on-going basis has beneficial effects on the student's achievement level (Warner, 1974).

Assessing the Climate for Parent Involvement

Prior to involving parents in a dropout prevention program, it is important to assess the climate for parent participation. The reader is cautioned that not all students want their parents involved, and at times, parental involvement may be counter-productive. Some questions to consider that can help determine the climate for parental involvement are:

- Does school philosophy recognize parents as significant partners in a child's education?
- Are parents included in school planning?
- Is the school staff aware and knowledgeable of family problems and issues?
- Do the students feel comfortable having parents involved in the school?
- What is the history of involvement and participation of parents in the school?

In assessing the climate for parent participation, one can consider findings of the 11th Annual Gallup Poll of the Public's Attitude Toward the Public Schools (Gallup, 1979). The poll points out that those parents most familiar with schools view schools most favorably. The poll further indicates the willingness of parents to be actively involved in their children's education, if given appropriate avenues for communication and action. Survey respondents were asked "What suggestions would you make to get parents, the community, and the school to work together to improve education in the local public schools?" Responses suggested more conferences, the use of volunteers, and planning special occasions. A brief summary of key responses is offered in Figure 1.

Figure 1

Suggestions to Improve Education in the Local Public Schools

More Conferences

Many recommend that more conferences about the progress and problems of students be held with both *mothers* and *fathers*. Special monthly parent meetings and workshops were suggested as a way to bring teachers, administrators, and parents together. Parenting courses and lectures were mentioned as well.

Invite Volunteers

If more members of the community could serve in volunteer roles in classrooms and throughout schools, they would better understand the problems faced by schools and be apt to support educational improvements at the local level.

Plan Special Occasions

Interest in the schools and in education could be improved by inviting parents and community members to more special events at schools, such as homecomings, alumni reunions, parent/child dinners. These occasions are extensively used by private and higher education to build and maintain support and could be effectively adapted to local public school needs.

Adapted from Gallup, 1979.

Starting a Parent Involvement Program: A Process

In a Wisconsin Department of Public Instruction publication entitled "Parent Involvement in Your School," a seven step working strategy is described to develop and implement a parent involvement program. The reader is cautioned that even though the steps are specific statements, each individual parent involvement plan should vary according to the needs and resources of a particular school and community. The planning and implementation process described consists of the following seven steps.

1. Assessment of needs
2. Developing a philosophical base
3. Determining purpose
4. Identifying communication-interaction patterns
5. Developing an organizational structure
6. Identifying parent involvement outcomes
7. Evaluating the effectiveness of parent involvement (DeVault, 1977, p. 2)

Involving parents in a dropout prevention program can take on many shapes and forms limited only by one's ambition and imagination. Throughout education, dropout prevention programs are involving parents in many positive ways to help students stay in school.

Benefits and Limitations of Parent Involvement in the School

In focusing on parent involvement it is important to have realistic expectations as to the benefits and limitations of parent participation in any school activities, specifically in a dropout prevention program or activity. Figure 2 presents a list of some of the many benefits of parental involvement.

As part of having realistic expectations, note must be taken of the possible limitations of parent involvement. Some of the limitations are listed in Figure 3.

Figure 2

Some Possible Benefits of Parental Involvement

1. Teachers can more accurately assess children when they have more information about their home environment.
2. Involved parents can learn to appreciate their child's strengths and weaknesses.
3. Parents as taxpayers, are our employers and have a right to a voice in their child/ren's education.
4. Parent involvement can maximize consumer satisfaction in our educational system.
5. Parents are daily teaching their children and it benefits everyone when we support them in this endeavor.
6. Parental involvement can serve as a way in which to increase use of teacher time.
7. Involved parents can provide a support system for one another.
8. Involving parents will make them feel as partners in education working toward a common goal.
9. Helping students solve or cope with family problems can significantly reduce tensions and problems in school.
10. Helping parents improve parenting skills can benefit school and society by sending to school more responsible and school-ready children.
11. Parents have valuable life experiences that can be valuable resources for the total school community.
12. A child's acceptance of school rests heavily on parental attitudes and interactions with school personnel.

Figure 3

Some Limitations of Parental Involvement

Even though the majority of parents want to help their children, some parents are unable or unwilling to participate in a parent involvement approach for a variety of reasons. Parents may be unwilling to encourage their children in school because they see little value in education, or fear the schools will rob their children of thier heritage, culture, and language. Some parents may need their older children to work to help support the family. Other parents may be unable to participate because of intellectual, emotional, physical, or time constraints.

Some children do not want their parents involved. A few of these children are so antagonistic toward their parents that any attempt to involve parents in a dropout prevention effort will only prompt resistance and other negative behavior.

Some home visitors and/or other program staff can do more harm than good. Many parents already feel threatened or unduly criticized. Being told once again that their child's problems are all their fault will not encourage cooperation. Similarly, a condescending attitude on the part of school personnel regarding lifestyle, values, or parenting ability can destroy hope for a meaningful partnership.

Types of Parental Involvement

Ways of involving parents in dropout prevention programs are numerous. Many unique and imaginative ways to utilize parents in a dropout prevention program were identified in the publication Dropout Prevention in Wisconsin--Volune I: A Review of Programs and Activities (Novak & Dougherty, 1979). Those activities identified in Wisconsin dropout prevention programs, as well as other possible ways to involve parnets, are listed here.

home visits
pre-program conferences/orientations
telephone calls
weekly communications
newsletters
surveys

parent conferences
open house
serve on advisory committee
testify before advisory committee
volunteer tutors
evaluate the program
pot-lucks/coffees
approval for participation
parent counseling
brown bag lunches
informal seminars
family counseling
parenting classes
field trip supervisors
teacher aides
interview and recommend program personnel
raise funds
organize discussion groups
mobilize community support
staff informal drop-in centers
help with special school events
sponsor forum/lectures
arts and crafts teachers
parent study groups

Generally, parent involvement in dropout prevention efforts can be divided into two distinct types:

1. Parents as partners/resources in education (e.g., volunteers, conferences) and
2. Parents as learners (e.g., parent study groups).

The following discussion addresses these types of efforts and highlights several of the specific parent involvement activities previously identified.

Parents as Partners/Resources

When addressing parents as partners/resources in dropout prevention, many different ways of involving parents can be considered. Examples of these activities are included in Figure 4. The remainder of this section focuses on three specific ways parents can be involved in dropout prevention as partner/resources. They are:

1. Parent interviews
2. Parental permission and consent, and
3. Parent volunteers.

While these three types of involvement are not the only ways parents can be involved as partners/resources, they do represent some of the most

Figure 4

Ways to Involve Parents as Partners/Resources

- parent-teacher conferences
- program evaluation
- weekly communications
- open house
- raise funds
- parent surveys
- parental permission and consent
- home visits
- PTO/PTA groups
- parent advisory groups
- parent volunteers

appropriate and valuable ways for parents to help in a dropout prevention program.

Parent Interview. A parent interview represents a positive way to involve parents in a dropout prevention program because of the valuable information that can be obtained during the interview. A person to person meeting between parents and school allows the school to learn about the student and the family. The meeting also helps the parents become better acquainted with the school and acts to build support between the involved parties.

A parent interview may take place in the parents' home, at school, or at a neutral place (e.g., coffee shop, church). It is important to realize that the place of the interview is a factor that influences the type and value of the interview. Some parents may feel threatened by a school person entering their home. Likewise, some parents will feel anxious and uncomfortable about meeting in school, especially if their previous school experience has been less than favorable. The key is to offer the parents a choice in where the interview could be held. In conducting an interview, whether at their home, at school, or at a neutral place, it is best to try to talk to both parents or the significant adults of the student. It has been found that parents often have differing perceptions and expectations of their children and the input of more than one parent or significant other is valuable. While conducting the interview, remember that the purpose of the interview is to gather information that cannot be obtained in any other way. A general guide as to the kind of information that can be gained in a parent interview is found in Figure 5.

Figure 5

Parent Interview Guide

1. Health:	problems, current concerns, developmental history (when did she/he walk, talk, etc.)
2. Friends:	who are they, what do they think of them
3. Recreation and past times:	reading habits, TV habits, hobbies, clubs
4. Family relations:	how does individual get along with other family members, family unit activities, family trips
5. Duties and responsibilities:	chores - what and when, how is spending money acquired, work experience
6. Strengths and weaknesses:	parent perceived assets and liabilities, changes they would like to see
7. Educational and vocational information:	their plans for the student
8. Miscellaneous:	suggestions to and for the school, anything else the school should know

From: Hartz, J, & Kosmo, S. Career counseling in the rural schools, Madison, WI: Wisconsin Vocational Studies Center, 1977, p. 48-49.

The following discussion focuses on two specific types of parent interviews, parent-teacher conferences and home visits. These two are highlighted because of their particular appropriateness to and use in dropout prevention efforts.

Parent-Teacher Conferences. A specific type of parent interview that involves parents in dropout prevention is the parent-teacher conference. Parent-teacher conferences are a common occurance in nearly every elementary school as well as many junior/middle and senior high schools. A valuable part of the parent-teacher conference is the face-to-face meeting of people who are involved in the common effort of trying to help the student. The conference is more valuable if both parent(s) and teacher prepare for the meeting. Figure 6 represents some guidelines for parents and teachers to consider before the conference takes place as well as some points to consider during the conference.

Figure 6

Guidelines for Parent-Teacher Conferences

For Teacher

Try to see both parents

Be friendly - provide a relaxed atmosphere

Begin and end with polite comments

Express yourself clearly, avoid professional jargon

Provide work samples

Be a responsive listener

Talk about child's strengths as well as weaknesses

Schedule conferences for evenings as well as daytime

Start and end with a positive comment

Express ways parents can help

(continued)

Figure 6 (continued)

For Parents

Share with teacher information about your child that may be affecting his/her learning

- health problems
- family relationships
- school attitudes
- hobbies and interests
- strengths and weaknesses
- after school activities
- home responsibilities

Ask for information about school that may be affecting his/her learning

- type of discipline teacher uses
- peer relationships
- teacher expectations
- class groupings
- class routines and schedules
- how to help at home
- child strengths and weaknesses

For Both

Prepare for conferences, make notes

Be on time

Work cooperatively to enhance learning

Air topics of concern

Home-Visits. Another type of parent interview that is used in dropout prevention programs is the home visit. Home visits can be a valuable component of a dropout prevention effort for many reasons, including the following:

- Home visits can improve school-home relations because they can be seen as evidence that school personnel care enough to make a special effort for the student.
- Meeting face to face can reduce misconceptions help by both parents and school staff. During a home visit, both parents and staff are given an opportunity to voice concerns, ask questions, and offer suggestions. As a result, school staff can learn that most parents want to help their children, and parents can learn that school staff really do care about their child.

- A home visit can provide a lesson in empathy. One home visitor who was interviewed indicated he is much more tolerant and understanding once he observes some of the economic and family hardships some students face.
- A home visit helps program personnel observe students in an environment other than school, and can provide insight into the youth as a person.
- For some parents, school can be a threatening place. This may be due to language or cultural barriers, because they themselves have little formal schooling, or because they have received only negative feedback from the schools regarding their child. In such a case, a home visit may be less threatening that a school-based conference.

Specific examples of the purposes of monthly home visits are found with parents of students enrolled in the Sparta (Wisconsin) Area Schools "Alternative Education Program":

- keep parents familiar with the objectives of the program
- keep parents posted on the adjustment of the students to the program
- keep parents posted on academic achievement of their children
- listen to criticisms relative to the program
- convey to the teachers the home background and attitudes of the parents toward the program

The importance of having a "good" home visit cannot be over emphasized. Any approach with the potential for developing better home-school relations also has the potential for damaging that relationship. Home visits in the hands of an insensitive or untrained staff member could embarrass or insult parents, provide misinformation, and/or reinforce negative feelings toward school and school personnel. Some guidelines for home visitors are included in Figure 7.

It is a good idea to make the first home visit a positive one. Many parents of children involved in a dropout prevention program may never have had a positive school-home interaction. Having a positive first encounter may facilitate acceptance and cooperation toward the program and school.

Figure 7

Guidelines for Home Visitors

1. Show courtesy and respect. Some of the bahaviors which demonstrate courtesy and respect include arranging ahead of time for an appointment, using the titles Mr. and Mrs., and dressing appropriately.

2. Begin with the positive. Contacts from school have usually meant a negative report, so parents can be naturally defensive. Beginning the session with the child's strengths and progress can demonstrate to the parents that the visit is designed to give and receive information and not to chastise.

3. Use good communication skills. Good communication skills include communicating on a level that is appropriate to the audience without being condescending. Using educational jargon and an expanded vocabulary might not be appropriate with parents who have a limited educational background; while not using them might be inappropriate when addressing parents with degrees in education. Good communication skills also include good attending behavior (e.g., direct eye contact, attentive posture) and active listening.

Adapted from Marion, R. Minority parent involvement in the IEP process: A systematic model approach. Focus on Exceptional Children, 1979, 10 (8), p. 5.

Parental Consent. There a two ways in which to obtain parental consent for dropout prevention programs. Basically, these are: written contact and telephone contact. The use of the telephone in gaining consent is most often used as a supplement to that of written consent. School personnel may want to call previous to sending home a written consent form or introducing a new program to parents. Figure 8 is an example of a phone contact checklist used by a dropout prevention program is the Plymouth, Wisconsin school system. The purpose of this checklist is to help ensure that parents contacted by phone are given the necessary introductory information about the program and are then followed up by corre-

Figure 8

Introduction of Parents to Project Turnaround

Phone Contact

Student's Name ____________________

Parent's Name ____________________

Telephone Number ____________________

Date ____________________

Checklist:

☐ A. Introduction (Example Hi, this is Mrs. Gutschow calling from Riverview school, regarding your son, Bob.) Your son has an opportunity to be included in the SEN (Special Educational Needs) project during this school year.

☐ B. Explanation of project objectives
1. Raise students achievement levels
2. Improve students grades
3. Encourage students to work up to their fullest potential

☐ C. Explanation of the reasons why their child would benefit from the program
1. Individualization (Individual help/counseling)
2. Academic readiness testing
3. Possibility of having a high school tutor

☐ D. Permission slip will be sent home in the mail
1. Please sign and return it to school
2. Update parent's address

____

____

____

☐ E. Explain that conferences will be held later in the school year to keep parents posted on their child's improvement.
1. Which would be better for you, a conference at home or school? ____________________
2. Schedule conference (date, time, and place) if parents prefer a conference immediately

Date ____________________

Time ____________________

Place ____________________

☐ F. Explanation of STEP classes
1. Systematic training for Effective Parenting (STEP classes will be help later in the year which you are welcome to attend.)
2. These classes are designed to help parents understand their child's behavior and special educational needs.

Figure 9

Date __________________________

School ________________________

I, _______________________________ give my permission for
(Name of parent or guardian)

________________________ to participate in the Special Educa-
(child's name)
tional Needs Program.

I have read the following information relating to this program, and am in agreement with the provisions:

1. parents will be contacted by phone to be informed of Project Turnaround, its purpose and effect on their children.
2. a teacher will visit with us at school or in our home during the program.
3. formal testing and informal assessment techniques will occur throughout the program to help in providing the best educational program for my child, to learn more about how children learn, and to evaluate the program itself.
4. all records will be maintained with strictest confidentiality. Those records will be made available only to those members of the project staff and school district who are entitled to see and use them. My access to those records will be as provided under the law.
5. pictures, slides, samples of student work, etc., may be used by project personnel to show the values of this program to the public.
6. parents will be encouraged to participate in STEP classes (Systematic Training for Effective Parenting). These classes will help parents understand their child's special needs.
7. trained high school tutors may be used to work with SEN students.
8. parents are expected to meet with the project coordinators, Mr. Gordon McFarlane (Riverview 6-8) or Mrs. Rae Gutschow (Elementary K-5). This meeting will be at school, or if they prefer, in their homes to further discuss the project. The coordinators may be reached at the SEN Office located in Riverview School (phone 892-4353).

____
Parent or Guardian Signature

Reprinted with permission from Plymouth School District. (Wisconsin) spondence to solicit a written commitment. The written consent form used by the Plymouth (Wisconsin) SEN Project Turnaround staff is shown in Figure 9.

Gaining parental consent is imperative to the operation of any dropout prevention program. Gaining consent is the first step toward gaining acceptance and support for the program from parents.

Parent Volunteers. Using parents as volunteers in a dropout prevention program can be an extremely helpful resource. Many schools utilize parents as volunteers in various ways throughout the school. Some of those many ways parents can be used as volunteers include the following:

- help contact parents
- make and play instructional games
- work with underachievers
- talk to children--be a friend
- share information about local history
- help in the library
- gather resources for units of study--help teach
- tape record materials for students with reading problems
- prepare tactile materials for visually impaired
- help in vocational classrooms
- help with after school activities like chorus, school play, athletics, art fair
- encourage students with special talents in fine arts, like dancing, music, drawing
- arrange meaningful field trips
- share collections, discuss careers, travels, hobbies
- sponsor school clubs and interest groups
- assist with audio-visual equipment and productions
- assist with staff or student publications such as the newspaper, yearbook
- produce a parent-teacher newsletter to inform parents about school and school activities
- assist teachers in academic subject areas
- assist special education teachers with special students
- help students who were absent to make-up work

(continued)

- supervise students who are taking tests
- assist non-English speaking students to expand their communication skills
- share information about other countries and cultures
- share their handicapping condition with students
- raise funds for school projects
- recruit other volunteers
- staff in informal drop-in center
- organize PTA/PTO
- serve on educational advisory committee
- organize environmental improvement projects

A number of the ways listed here for parents to help as volunteers in school focus on helping or assisting an individual student. This is a very important area of help in working with the potential school dropout. The value of a one-to-one relationship for a student who has negative self-concept or is behind academically can be substantial. Parents as volunteers can provide that extra attention to an individual student that school staff may be unable to find time to do.

When using parents as volunteers in a dropout prevention program, it is important to note that the most successful school volunteer programs involve support from local school boards, administrators, and teachers. This commitment of the total school to using parent volunteers in a dropout prevention program is a valuable step towards achieving the maximum benefits of parents as volunteers.

When meeting initially with a parent volunteer, it is important to provide them with an orientation. Material prepared by the National School Volunteer Program, Inc. (1979), includes a checklist of things to discuss with a volunteer. The purpose of this checklist is to ensure that important matters between teacher and volunteer are discussed prior to actually using the parent as a volunteer in the school. Topics to discuss when conferencing with a parent volunteer are presented in Figure 10.

Other areas of concern in working with parent volunteers in a dropout prevention program include the following:

- teacher expectations,
- volunteer expectations,
- teacher's responsibilities to volunteer,

(continued on page 21)

Figure 10

Initial Teacher/Volunteer Conference Checklist

When you first orient the volunteer to your class, plan to discuss the following:

- Days and time to work in classroom.
- Procedures for volunteer and teacher to keep in touch (regular conferences, telephone conversations, notes, informal meetings)
- Alternative plans for days when teacher is absent and substitute is in charge of the class.
- How teacher will tell volunteer of day's assignment (folder, note, or other means)
- What name students will use for the volunteer (a college student might want to be called by the first name rather than "Mr. B___" or "Ms. R___.")
- Materials, strategies, or games to be used.
- Teacher's own classroom policies, procedures, and rules (such as management system, reinforcement techniques, organizational plans, emergency procedures, where volunteer leaves personal belongings, and whether volunteer is welcome in teachers' lounge and lunchroom.)

To discuss in later conferences

If the volunteer will be working in academic areas with a student or students, the teacher should also discuss:

- Pertinent background information about the student(s) the volunteer will work with
- Special strengths of the student(s)
- Special needs of the student(s) and skills to be developed
- Tips for working with specific students (learning style and reinforcement techniques)

(continued)

Figure 10 (continued)

- Procedures for taking students out of classroom for individual work
- Designation of work area location
- Alternate plans if student (or students) is absent.

Source: Mulligan, D, & Reid, C. Effective involvement of school volunteers. Alexandria, VA: National School Volunteer Program, 1979.

- volunteer's responsibility to teacher, and
- evaluation of parent volunteer program.

Parents as Learners

Parental learning, in connection with the school, takes on many forms. Parents can be involved in learning through activities directed at them or through their role in activities aimed at their child/ren. Figure 11 suggests several activities that involve parents as learners.

Figure 11

Activities for Parents as Learners

1. Formal classes
2. Informal seminars-weekly/monthly
3. Brown bag lunches
4. Group counseling
5. Adult education class
6. Workshops
7. Informal discussion groups
8. Movies on children, parenting, speical needs, etc.

(continued)

Figure 11 (continued)

9. Field trips
10. School inservices
11. Professional conferences
12. Parent teacher organizational meetings
13. Visiting parent drop-in centers
14. Reading books, handouts, pamphlets
15. TV discussion groups
16. Study groups

The discussion here of parents as learners focuses on parent study groups. Experience and research indicate that parent study groups represent an effective and proven way of helping parents learn. Parent study groups have been reported as useful when working with parents of dropout prone or marginal students. Likewise, parent study groups offer a means of providing parents support and information for dealing with their children and becoming more involved in their children's education.

Parent Study Groups. Parent study groups are small groups of parents (6-12) that meet (usually) weekly with a trained group facilitator. The purpose of these meetings is to engage in group study of parenting skills. A study group can be an important part of a dropout prevention program because it offers both remedial and preventive help. For example, helping a parent develop communication skills and problem solving abilities can be a remedial effort for some parents and an enrichment effort for others. Helping parents cope with and anticipate their children's developmental stages and tasks can be considered a preventive effort designed to reduce future conflicts or problems that might lead to a student's dropping out of school.

Today many parents are looking for help in raising children in an uncertain and confusing world. Being a parent presents many challenges, and large numbers of parents are aware of their need to become more educated in parenting and parenting skills. The parent study group is a resource to help meet this need. Some benefits of parent study groups are included in the following list:

- Parents are stimulated to re-examine their present parenting skills
- Parents have opportunity to exchange ideas
- The group acts as an encouraging agent on the members
- Parents realize that their problems are not unique
- Members reinforce each others gains
- Group provides enthusiasm to learn more effective ways of parenting
- Through group discussion, parents are able to talk through their concerns and problems
- Parents realize they are not necessarily the cause of all difficulties, therefore removing the burden of guilt.
- Parents are able to have special time away from their children to learn and socialize
- Parents meet others who have similar concerns and interests

As mentioned earlier, parent study groups usually consist of 6-12 parents and either one or two facilitators. The facilitator's role is paramount in making the group study valuable to the parents involved. Some important attributes of an effective facilitator are included in Figure 12.

Figure 12

Attributes of an Effective Facilitator

- Listens well
- Communicates effectively
- Admits one's mistakes (the courage to be imperfect)
- Helps make the subject of each session meaningful to group members
- Solicits the involvement and participation of group members

(continued)

Figure 12 (continued)

- Helps parents inventory their assets and recognizes their own progress
- Encourages members to practice with their families what they have learned in the study group
- Leads the group in a way which promotes cooperation and cohesiveness

An effective facilitator must have:

- Self-confidence which rests on the belief that one is able to cope with the responsibilities and challenges of life.
- A belief in the ability of people to grow and change
- A positive attitude
- A good sense of humor

Adapted from: Doty, 1978, p. 8.

When beginning a parent study group, a very important point a facilitator wants to make clear to members of the group is that he/she is not present as an authority or expert on human behavior or child raising. Rather, the role of the facilitator in a parent study group is to:

- plan and arrange the program for each session,
- provide the materials needed,
- start each lesson, and
- facilitate the group discussion so that all group members have a chance to participate.

An effective facilitator encourages the involvement and participation of all the members of the parent study group. Care should be taken to meet the collective needs of the group not to meet the individual needs of the facilitator.

A widely used example of a parent study group is entitled STEP: Systematic Training for Effective Parenting. The STEP kit consists of nine lessons (one per week), cassette recordings of examples for each lesson, posters, parents handbook, and leaders manual. The objectives of STEP parent study groups are shown in Figure 13.

Figure 13

Examples of Parent Education Class Objectives

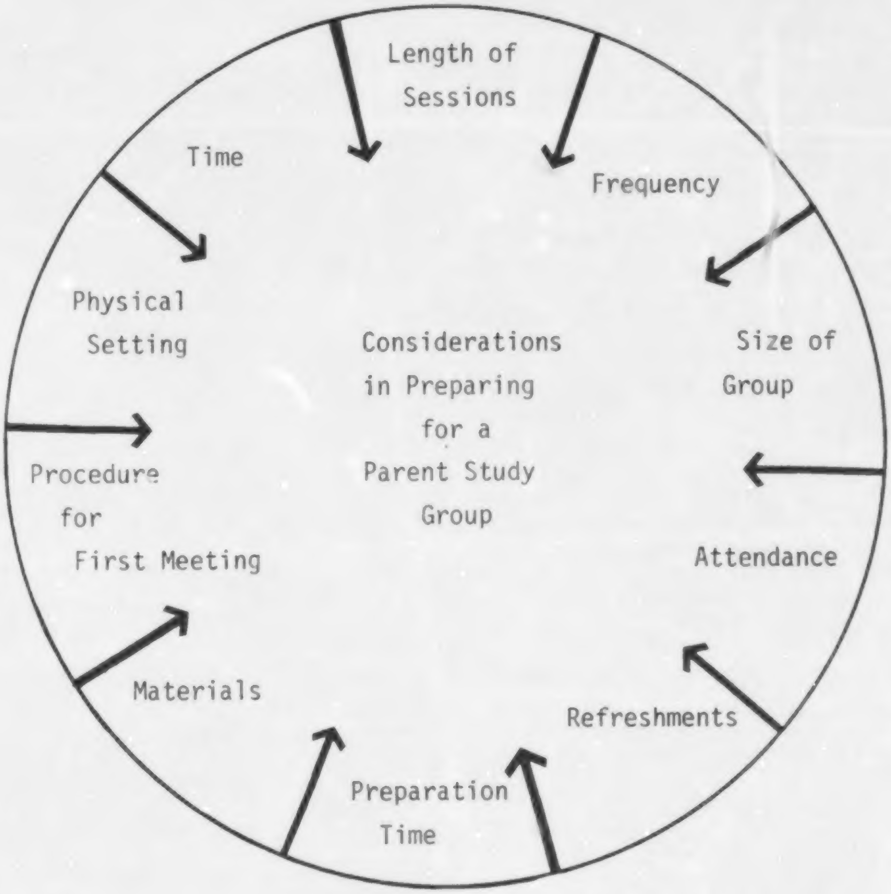
The objectives of the parent study groups are:

1. To help parents understand a practical theory of human behavior and its implications for parent-child relationships.
2. To help parents learn new procedures for establishing democratic relationshipd with their children.
3. To help parents improve communication between themselves and their children so all concerned feel they are being heard.
4. To help parents develop skills of listening, resolving conflicts, and exploring alternatives with their children.
5. To help parents learn how to use encouragement and logical consequences to modify their children's self-defeating motives and behaviors.
6. To help parents learn how to conduct family meetings.
7. To help parents become aware of their own self-defeating patterns and faulty convictions which keep them from being effective parents who enjoy their children.

From: Dinkmeyer, D., & McKay, G. STEP: Systematic training for effective parenting. Leader's manual. Circle Pines, MN: American Guidance Service, Inc., 1976, p. 14.

When starting a parent study group there are a number of important considerations. Figure 14 illustrates some of the most important areas of concern to be considered previous to the first meeting.

Figure 14


Considerations in Preparing for a Parent Study Group
Length of Sessions
Frequency
Size of Group
Attendance
Refreshments
Preparation Time
Materials
Procedure for First Meeting
Physical Setting
Time

Source: Doty, 1978, p. 37.

A helpful tool to utilize in a parent study group is a parenting inventory. It is recommended that parents participate in a parenting inventory during the first and last sessions. This allows both the parent and the facilitator to note changes in attitude and parenting skills. Two examples of parenting inventories are included in this section in Figures 15 and 16.

Some additional factors to consider in the formation of a parent study group are to:

- involve parents in the planning
- schedule meetings at convenient times for parents
- send out reminder of meeting to parents
- have an agenda that is somewhat flexible
- use icebreaker activities to initially get acquainted
- use a variety of learning approaches (audio-visual, games, role play, discussion)
- allow time for discussion; give everyone a chance to speak
- allow time for socializing
- follow up by a phone call on parents who miss meetings
- ask about the need for and arrange child care if necessary
- start and end the meetings on time

Not all parents will be receptive to attending a parent study group. There are a variety of reasons that might prevent a parent to "study" their role as a parent. Some of the reasons are provided by Marlin:

> - They fear exposure. Parents often live in dread of being exposed as having problems with their kids that they are unable to handle. Often in their early lives they were punished when they made mistakes or showed up as less than perfect. This fear lives with them to this day, and they don't dare to risk publicly showing their ignorance and revealing the inadequacy they know they have.
>
> - They are discouraged. Parents may have been so unsuccessful as parents that they don't want to think about their futures any more than necessary. Often parents, totally unprepared for their job, are so defeated by feelings of helplessness and hopelessness that they recoil from any activity having anything to do with intimate consideration of their difficulties.

(continued on page 32)

Figure 15

Sample Parenting Inventory

Name ______________________________ Date ______________

Please read each statement and circle the number under the heading that best describes your judgement about the statement.

	Almost Always	Fre-quently	Once in a While	Never
1. My child is late for breakfast.	1	2	3	4
2. My child has a difficult time getting to school on time.	1	2	3	4
3. My child is such a finicky eater, I have to make him/her eat.	1	2	3	4
4. My child keeps his room reasonably neat.	1	2	3	4
5. My child finished chores at home without reminders.	1	2	3	4
6. My child goes to bed on time.	1	2	3	4
7. When we have company, my child shows off and is difficult to control.	1	2	3	4
8. My child makes friends easily and without my help.	1	2	3	4
9. I find myself in the middle of sibling arguments.	1	2	3	4
10. Choosing television programs is a source of conflict at home.	1	2	3	4
11. Thumb-sucking, nail-biting, and/or bedwetting is a problem of my child's that causes me much concern.	1	2	3	4
12. My child cries or whines when things don't go his/her way.	1	2	3	4
13. My child "talks back" or is sassy to me.	1	2	3	3
14. My child is very sensitive, I have to be careful not to hurt his/her feelings.	1	2	3	4

(continued)

Figure 15 (continued)

		Almost Always	Fre-quently	Once in a While	Never
15.	My child seems to do only what he/she wants to do.	1	2	3	4
16.	My child lies to me about things done or places gone.	1	2	3	4
17.	When angry, my child might say to me, "I hate you!"	1	2	3	4
18.	My child is defiant.	1	2	3	4
19.	My child gets into physical fights with other children.	1	2	3	4
20.	My child isn't old enough to make decisions about choosing friends.	1	2	3	4
21.	My child has temper tantrums.	1	2	3	4
22.	I have to repeat instructions over and over before my child will follow those instructions.	1	2	3	4
23.	I have to make my child do school-work or it won't get done.	1	2	3	4
24.	My child has to be made to help around the house.	1	2	3	4
25.	I have to coax, nag, or remind my child to do things.	1	2	3	4
26.	My child doesn't want to get up in the morning; I have to make him/her get up.	1	2	3	4
27.	Bedtime is a struggle because my child doesn't want to go to bed.	1	2	3	4
28.	My spouse and I agree on child-raising techniques.	1	2	3	4
29.	My child is independent and capable of making decisions on his/her own.	1	2	3	4
30.	My child gets upset when he/she makes mistakes.	1	2	3	4
31.	Spanking is the form of discipline most often used in our home.	1	2	3	4
32.	My child doesn't listen to me.	1	2	3	4
33.	I worry about whether or not I'm a good parent.	1	2	3	4
34.	Our family has family meetings on a regular basis.	1	2	3	4
35.	My child is self-confident.	1	2	3	4

(continued)

Figure 15 (continued)

	Almost Always	Frequently	Once in a While	Never
36. I find that when my child misbehaves, I yell at him/her.	1	2	3	4
37. When my child does things (tasks, etc.), he/she meets with success.	1	2	3	4
38. My child seems to have a "make-me" attitude.	1	2	3	4
39. I feel comfortable in my relationship with my child.	1	2	3	4
40. My child's behavior is such that we engage in verbal arguments and threats.	1	2	3	4

Source: Doty, 1978, p. 45-47.

Figure 16

Sample Parent Inventory

Name ______________________________ Date ______________

Below is a set of questions that will help you to understand better how well you and your adolescent communicate. Fill out the questionnaire by yourself before you share your answers with your spouse and your adolescent. Read each question carefully.

	(Circle One)
1. Do you wait until your adolescent is through talking before "having your say?"	Always 1 2 3 4 5 Never
2. Do you do things with your adolescent as a family?	Always 1 2 3 4 5 Never
3. Does your adolescent talk things over with his/her parents?	Always 1 2 3 4 5 Never
4. Does your adolescent seem to respect your opinion?	Always 1 2 3 4 5 Never
5. Do you tend to lecture and preach too much to your adolescent?	Always 1 2 3 4 5 Never
6. Does your adolescent share his/her personal problems with you?	Always 1 2 3 4 5 Never

(continued)

Figure 16 (continued)

7. Do you talk to your adolescent as if he/she were much younger than he/she actually is? Always 1 2 3 4 5 Never

8. Do you show an interest in your adolescent's activities and interests? Always 1 2 3 4 5 Never

9. Do you discuss matters of sex with your adolescent? Always 1 2 3 4 5 Never

10. Do you trust your adolescent? Always 1 2 3 4 5 Never

11. In talking to your adolescent, do you find it hard to be honest about your feelings? Always 1 2 3 4 5 Never

12. Do you have confidence in your adolescent's abilities? Always 1 2 3 4 5 Never

13. Do you hesitate to disagree with your adolescent? Always 1 2 3 4 5 Never

14. Do you deny many of your adolescent's requests? Always 1 2 3 4 5 Never

15. Does your adolescent really try to see your side of things? Always 1 2 3 4 5 Never

16. Do you consider your adolescent's opinion in making decisions which concern him/her? Always 1 2 3 4 5 Never

17. Does your adolescent try to make you feel better when you're down in the dumps? Always 1 2 3 4 5 Never

18. Do you explain your reasons for not letting him/her do something? Always 1 2 3 4 5 Never

19. Does your adolescent ask reasons for the decisions you make concerning him/her? Always 1 2 3 4 5 Never

20. Do you help your adolescent to understand you by telling him/her how you think and feel? Always 1 2 3 4 5 Never

Now complete these statements:

What worries me most about the future is:

The main weakness of adolescents today is:

The most difficult subject to discuss with my adolescent is:

What I want most out of life is:

Source: Doty, 1973, p. 48-49.

- They dread ridicule. Friends and relatives often deride parents who recognize and admit their need for improvement and decide to do something about it--like take a course. It is often found that the person who taunts others has a serious problem in his own family that he doesn't want to admit or care to have known.

- Resistance to pressure. Parent education promoters can be overzealous. True believers in parent education often come on so strong that good prospects are repelled. These parents usually can be won over with patience and less pushiness. (Marlin, n.d.)

References Cited

DeVault, M.V. Parent involvement in your school. Madison, WI: Wisconsin Department of Public Instruction, 1977.

Dinkmeyer, D. & McKay, G.D. STEP: Systematic training for effective parenting. Circle Pines, MN: American Guidance Service, Inc., 1976.

Doty, I. TIP facilitator's guide. Eau Claire, WI: Eau Claire Area Schools, 1978.

Gallop, G.H. The eleventh annual Gallup poll of the public's attitudes toward the public school. Phi Delta Kappan, September 1979, 61, (1), 33-45.

Gross, R.A. & Hirt, J. Group counseling for parents increased positive communication. NASSP Bulletin, May 1979, 125-129.

Hartz, J. & Kosmo, S. Career counseling in the rural school. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1977.

Marion, R. Minority parent involvement in the IEP process: A systematic model approach. Focus on Exceptional Children, 1979, 10 (5), 5.

Marlin, K. Columbia, MO: Practical Parenting Publications, n.d.

Mulligan D. & Reid C. Effective involvement of school volunteers. Alexandria, VA: National School Volunteer Program, 1979.

Novak, J. & Dougherty, B. (Eds.). Dropout prevention in Wisconsin--Volume 1: A review of programs and activities. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1979.

Project Turnaround. Plymouth, WI: Plymouth Joint School District, n.d.

Sparta Area Schools. Alternative Education Handbook (2nd edition). Sparta, WI: Sparta Area Schools, n.d.

Warner, R.W., Jr. Research in counseling; consulting with parents. Personnel and Guidance Journal, 1974, 53(1), 68-70.

Parent Resource Bibliography

The following is a partial listing of resources for parents. The topics include resources on parenting, special needs children, parent involvement in schools, and others.

Alfred, H. *Mission for mother*. Salt Lake City: Bookcraft, 1968.

The art of parenting. Champaign, IL: Research Press, 1977.

Auerbach, A. *Parents learn through discussion*. New York: John Wiley and Sons, n.d.

Becker, W. *Parents are teachers*. Champaign, IL: Research Press, 1971.

Bennett, L, & Henson, F. *Keeping in touch with parents: The teacher's best friend*. Austin, TX: Learning Concepts, n.d.

Biklen, D. *Let our children go*. Syracuse, NY: Human Policy Press, 1974.

Barsch, R. *The parent teacher partnership*. Arlington, VA: Council for Exceptional Children, Inc., 1969.

Braga, J, & Braga, L. *Children and adults*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Brownstone, J, & Dye, C. *Communication workshop for parents of adolescents*. Champaign, IL: Research Press, 1973.

Buscaglia, L. *The disabled and their parents*. Thorofare, NJ: Charles B. Slack, Inc., 1964.

Children: The challenge--Study group leaders guide. New York: Duell, Sloan, Pearce, 1964.

Cleary, M. *Please know me as I am*. Sudbury, MA: Jerry Cleary Company, n.d.

Corsini, R. & Painter, G. *The practical parent - ABCs of child discipline*.

Dardig, J., & Howard, W. *Sign here - A contracting book for children and their parents*. Kalamazoo, MI: Behaviordelia, 1976.

Davies, D. (ed.). *Schools where parents make a difference*. Boston: Institute for Responsive Education, 1976.

DeVault, M. *Parent involvement in your school*. (No. 9142). Madison, WI: Wisconsin Department of Public Instruction, 1977.

Dinkmeyer, D, & McKay, D. *Raising a responsible child*. New York: Simon & Schuster, 1976.

Dinkmeyer, D., & McKay D. *Systematic training for effective parenting* (STEP). Circle Pines, MN: American Guidance Service, 1976.

Dinkmeyer, D., & Dreikurs, R. Encouraging children to learn: The encouragement process. New York: Prentice-Hall, 1963.

Dobson, J. Dare to discipline. Wheaton, IL: Tyndale House Publishers, 1970.

Driekurs, R. The challenge of parenthood. New York: Duell, Sloan, Pearce, 1948.

Driekurs, R. Children: The challenge. Des Moines, IA: Meridith Press, 1964.

Driekurs, R. Fundamentals of Adlerian Psychology. Chicago: Alfred Adler Institute, 1970.

Fredricks, H., Bud, H., & Baldwin, V. Isn't it time he outgrew this? Springfield, IL: Charles C. Thomas, 1976.

Ginott, H. Between parent and child. New York: Macmillan Co., 1965.

Ginnot, H. Between parent and teenager. New York: Macmillan Co., 1969.

Gordon, T. Parent effectiveness training. New York: Peter H. Wyden, Inc., 1975.

Gnagey, T. How to put up with parents: A guide for teenagers. Ottowa, IL: Facilitation House, 1975.

Hauch, P. The rational management of children. Roslyn Heights, NY: Libra Publications, 1972.

Kappleman, M., & Ackerman, P. Between Parent and School. New York: Dial Press, 1977.

Lasker, J. He's my brother. Chicago: Whitman and Company, 1974.

Lillie, D., & Trohamis, P. (eds.). Teaching parents to teach. New York: Walker and Company, 1976.

Mease, W., & Hollinbeck, R. Family communication system. Minneapolis: Human Synergistics, Inc., 1971.

Merritt, R., & Walley, D. The group leaders handbook resources, techniques, and survival skills. Champaign, IL: Research Press, 1977.

Partners in language: A guide for parents. American Speech & Hearing Association, 1973.

Patterson, G. Families. Champaign, IL: Research Press, 1975.

Patterson, G. Living with children. Champaign, IL: Research Press, 1976.

Pushaw, R. *Teach your child to talk*. New York: Dantree Press, 1977.

Satir, V. *Peoplemaking*. Palo Alto, CA: Science and Behavior Books, 1972.

Valett, R. *Modifying children's behavior*. Belmont, CA: Lear Siegler, Inc./ Fearon Publishers, 1969.

Facilitating an Advisory Committee for Dropout Prevention

Eleanor Wong
Jan Novak
Barbara Dougherty

Facilitating an Advisory Committee for Dropout Prevention

In order for dropout prevention to be effective, there needs to be a commitment on the part of both the school and the community. One means for building this commitment and for establishing a working relationship between the school and the community is through an advisory committee. This cooperative effort can help to maximize the relevance of educational experiences offered to students. An advisory committee can serve as a necessary link between the school and community. It also emphasizes the involvement and concern of the total community in the learning situations offered in the school.

Before developing and soliciting members for such a committee, several tasks must be completed. First, the appropriateness of an advisory committee and its responsibilities must be established. Second, written policies regarding advisory committees should be studied and revised where necessary. If no guidelines exist, they should be developed, written, and made available to concerned individuals. Third, the populations to be included in the membership must be selected. Steps for identifying and contacting prospective members should be outlined. Finally, any existing advisory committees should be looked at to see if they can be of use.

Appropriateness of an Advisory Committee

Some advisory committees work well while others do not. Why? The answer to this frequently asked question is not simple. It is complex and involves factors such as the designated duties and purposes of the committee, the membership, the problems dealt with by the committee, the support it gets from the school, and the clarity of the committee's role. Another factor which cannot be ignored is whether or not an advisory committee is really wanted by the people coordinating the dropout prevention efforts. An advisory committee must be viewed as a useful tool before it is established. Otherwise, there is no point in spending time organizing and meeting with such a committee. Strong negative feelings about the committee, even before it exists, will no doubt lead to an ineffective committee and negative feelings on the part of its members.

As stated, an advisory committee can be an effective ingredient in dropout prevention. The initiators of dropout prevention within the local school and community must first, however, determine if an advisory committee would be to their advantage and use. That is, could it be helpful in establishing priorities, in promoting the efforts in the community, in providing more effective services and experiences to potential dropouts, or in supporting funding for the program or activity?

If the initiators of dropout prevention can answer yes to any of these or similiar questions (questions that can be used in determining the need for a committee are included in *Assessing the Need for Dropout Prevention*), then they should definitely consider establishing and using a dropout prevention advisory committee. Once a commitment is made to such a committee, the dropout prevention initiators or coordinators should proceed in a systematic and logical manner to organize and involve an advisory committee. The following discussion includes suggestions and considerations for establishing and maintaining an effective advisory committee.

Functions of an Advisory Committee

The needs of the students, school, and community will determine the purposes and responsibilities of the advisory committee. The functions may range from assisting in reviewing, planning, implementing, and evaluating programs to utilizing community resources and developing good community relations. It is important to remember that the main function of the advisory committee is to advise. It does not have any formal administrative or policy-making power. However, members may investigate, make recommendations, and provide understanding and cooperation between education, the community, and the home.

The role of the committee can be a very sensitive point to discuss with advisory committee members, but its importance cannot be overemphasized. Individuals invited to serve on a committee can confuse their advisory role with policy-making. They may lose patience if their advice is not acted upon. Therefore, their role and objectives need to be made clear. It is suggested that policies and guidelines be developed to define the purpose of the committee, establish membership and selection criteria, and detail other statements governing its operation. These should be as flexible as the situation allows. It is also pointed out that it is much better to explain a member's role before they serve on the committee rather than after the role becomes an issue of confrontation.

Ramey's study (1975) has identified some of the more important functions that an advisory committee can perform. Originally written for vocational education advisory committees, they have been modified here for dropout prevention advisory committees. The functions can be to:

- provide assistance in the development of good community relations
- offer advice in the development of new or revised approaches for programs or activities
- utilize community resources to support the program or activity
- review and assess programs or activities and provide suggestions/recommendations for improvement.

In addition, advisory committees can also be used to

- serve as a communication channel between the school and the community to develop both in-school and out-of-school support networks
- recommend physical facilities, resources, or types of equipment needed for dropout prevention approach
- assist in identifying the needs of the students, school, and community
- provide input into the development of selection criteria for dropout prevention staff
- assist in long-term planning
- assist in the writing of program objectives and establishment of a philosophic base.
- assist in the evaluation of dropout prevention efforts
- assist in (or suggest ways) to improve dissemination of information on the problem of students leaving school, programs offered, etc.

The initiators of dropout prevention, therefore, must examine the potential contributions of an advisory committee in meeting the unique needs of a school and its students and determine which are most appropriate in their situation.

A "potpourri" list of advisory committee activities, suggested for the advisory committee of an alternative learning program (McFarland, Wisconsin), is presented in Figure 1. The activities illustrate the range of support efforts such a committee can offer to a dropout prevention effort. Specific goals and responsibilities for the same advisory committee are identified in Figure 2. One role of this advisory committee, as indicated in the identified activities and goals, is to promote the special program in the school and community. The letter in Figure 3 addresses several such functions (e.g., advisory committee members presented program assessment to Board of Education, committee members encouraged support from Board, committee members invited Board to attend their meetings, committee thanked Board for their consideration.) These materials suggest this particular advisory committee has assumed an active and helpful role in operating and maintaining the dropout prevention effort.

Figure 1

Advisory Committee Activities

A Potpourri---

Meeting to familiarize committee members with the operation of the program and its relation to the total school curriculum

Meeting to develop a plan of action (goal setting) for the entire school year

Analyze and revise policies and formulate new program policies

Assist in program public relations (slide show, brochure, news articles)

(continued)

Figure 1 (continued)

Suggestions for curriculum development or revision

Analyze need for summer projects/work for program students/staff

Assist with employer banquet

Develop/revise forms used in the program

Survey business/community needs

Suggest/assist in implementing inservice activities

Problem-solving

Review project proposals

Involvement with program evaluation and follow-up

Annual meeting with the Board of Education

End-of-the-year meeting to evaluate the committee's progress and set goals for the upcoming year

Assist in obtaining vocational literature for the teacher and student

Sent "Thank You" letter to cooperating employers

Advisory Committee Members (as a group) come to school and welcome students into the program

Assist program staff as requested

Source: McFarland (Wisconsin) Community Schools, Alternative Learning Program, 1979.

Figure 2

ALP Advisory Committee

*1. Review and assess curriculum offerings currently available within the ALP program. Suggest potential curriculum offerings for 1980-81.

*2. Develop a community survey for the McFarland area to identify community and employment resources available to the ALP program.

3. Suggest and review proposals for summer projects for staff and/or students.

*4. Assist in developing a comprehensive employer relations program, i.e., public relations, orientation package, recruitment, banquet, recognition.

5. Assist in developing continued public relations efforts on behalf of the program in the school and the community.

*6. Assist/review special needs portion of the self-evaluation report for the vocational evaluation. (e.g., student follow-up (graduates and in school), parent feedback, student interviews, etc.).

7. Study transportation needs of the program. Make recommendations relative to future needs.

8. Develop a systematic mechanism to annually evaluate success of our program relative to mission.

* Items suggested for first semester action.

Source: McFarland (Wisconsin) Community Schools, Alternative Learning Program, 1979.

Figure 3

LTERNATIVE
LEARNING
PROGRAM

MCFARLAND COMMUNITY SCHOOLS
5101 FARWELL STREET
MCFARLAND, WI 53558
838-4641 OR 838-4651

June 8, 1979

Dear (Board of Education):

I would like to extend my appreciation on behalf of the Alternative Learning Program Advisory Committee for permitting us to present our 1978-1979 assessment of the ALP Program. It was a valuable experience for all of us. The support being given to the ALP Program by the administration and Board of Education of the McFarland School District is truly commendable.

Your consideration of the Committee's recommendations on the 1978-1979 assessment is greatly appreciated. The committee views the ALP Program as an integral part of the education process for the students in the program. The success of these students has shown the program works for them.

I would like to extend an open invitation to all members of the Board of Education to attend any of our Advisory Committee meetings. We welcome your suggestions and input on the structure and mechanics of the ALP Program. We will keep you informed of all future Committee meetings. We sincerely hope you can attend at least one meeting.

Thank you again for your support and interest in this valuable program.

Sincerely,

(Signed)
Chairperson
Alternative Learning Program Advisory Committee

Source: McFarland (Wisconsin) Community Schools, Alternative Learning Program, 1979.

Membership of the Advisory Committee

Numerous studies indicate that membership of the advisory committee should include a cross-section of the community if it is to serve as both a communicative and representative body. A previous study of dropout prevention efforts in Wisconsin (Novak & Dougherty, 1979) identified the following as potential members of a dropout prevention advisory committee:

- parents of both program and non-program students
- students (former, current, potential dropouts, dropouts, or student council members)
- business-trade-industry representatives
- school board representative
- representatives of local post-secondary schools/colleges
- representatives from social service organizations
- representative of vocational education
- representative of special needs segments
- judicial system representative

In addition, other persons might be involved but not as voting members. For example, educators outside the school system, retired teachers, other concerned community members, school administrators, program coordinator or teacher, or job placement personnel can be included. These individuals might be called upon at various times for input based on their expertise.

Selection of members should be based on their interest and willingness to serve and make the necessary time commitment. Members should possess a positive attitude toward being actively involved and contributing to dropout prevention. They must also reflect the diverse segments of the community. Attention should be given to including individuals representative of segments of the community having high numbers of dropouts, e.g., minority populations.

The size of the committee depends on the organizational structure. Membership in the advisory committee should not be too large. It should be kept to a workable size. The current trend is toward small groups. Generally, 9 to 12 members are recommended.

In order for the advisory committee to proceed smoothly, a regular system of appointing members should be planned. If members are appointed for a definite term of office, they generally serve from one to three years. It is important that the terms be staggered to assure a carry-over of experienced members from year to year.

In addition to this advisory committee, sub-committees or "ad hoc" committees can be organized. This would be on the basis of specific objectives or areas of interest and concern. For example, sub-committees can explore community needs, funding support, work experience sites, and curriculum development. After investigating or exploring a specific area, members can present their findings and conclusions to the entire advisory committee.

Selection and Appointment of Members

Once decisions regarding the structure and purposes of the advisory committee have been established, considerable attention must be given to the identification, selection, and solicitation of the members. Membership is of prime importance to the success and operation of the advisory committee.

A selection committee can be established, if desired, to identify effective members to serve on the advisory committee. It is the purpose of this selection committee to contact various segments of the community to obtain nominations for advisory committee members, to review these nominations, and to recommend candidates for membership.

To obtain nominations for potential advisory committee members, the selection committee can contact:

- civic leaders (e.g., chamber of commerce, civic clubs)
- school administrators and school board members
- educational oriented groups
- parents
- industry and labor
- professional and labor organizations
- currently active advisory committees

- students and former students
- special needs groups
- community-based organizations

Care should be taken to select nominees on a variety of criteria including their expertise, experience, and ability. Their interest in dropout prevention should not be overlooked. Also, the selection committee should strive for balanced representation of the community segments.

Once nominees have been reviewed, selected, and approved, they should be contacted to determine their willingness to serve on the committee. The person(s) contacting the nominees should clearly define the advisory committee, its role and responsibilities, the duties of each member, the time commitment anticipated, the number of members, and the length of the membership term. If the nominee declines, a designated alternative should be contacted. Nominees can be sent any available written information pertaining to the committee or dropout prevention. Once membership is established, members should be notified in writing of the date of the first meeting and should be sent a copy of the tentative agenda. To insure that everyone has been notified, a staff member should follow-up with a phone call to once again express appreciation and to remind him/her of the meeting time and location.

The Division of Vocational and Technical Education, Illinois Office of Education (n.d.) has outlined the following procedures to be followed after an individual agrees to serve on the advisory committee:

- On school or college letterhead, mail an official letter of appointment signed by the chief administrator or chairperson of the school governing body. This gives the new member the official status of being important to the school or college.
- Include with the letter an agenda for the first meeting giving location, time, and date. If available, also enclose a listing of the other members.
- Enclose a copy of the advisory council guidelines of the school or college, or the "Advisory Council Member" bulletin as published by DVTE.

> . A postal card or a form with a self-addressed, stamped envelope should be sent to the member for his [her] signature and return acknowledging attendance at the first meeting. A deadline should be set for the return and if not received by the deadline, an alternative member should be appointed.
>
> (pp. 6-7)

An example of a letter inviting a member to serve on a parent/ community advisory committee to two dropout prevention efforts at a high school is presented in Figure 4. The letter includes information pertinent to the member's participation on the committee and reflects several of the guidelines discussed in this section (e.g., description of the program, role of committee, size and make-up of committee, enclosed response card).

Maintaining an Effective Advisory Committee

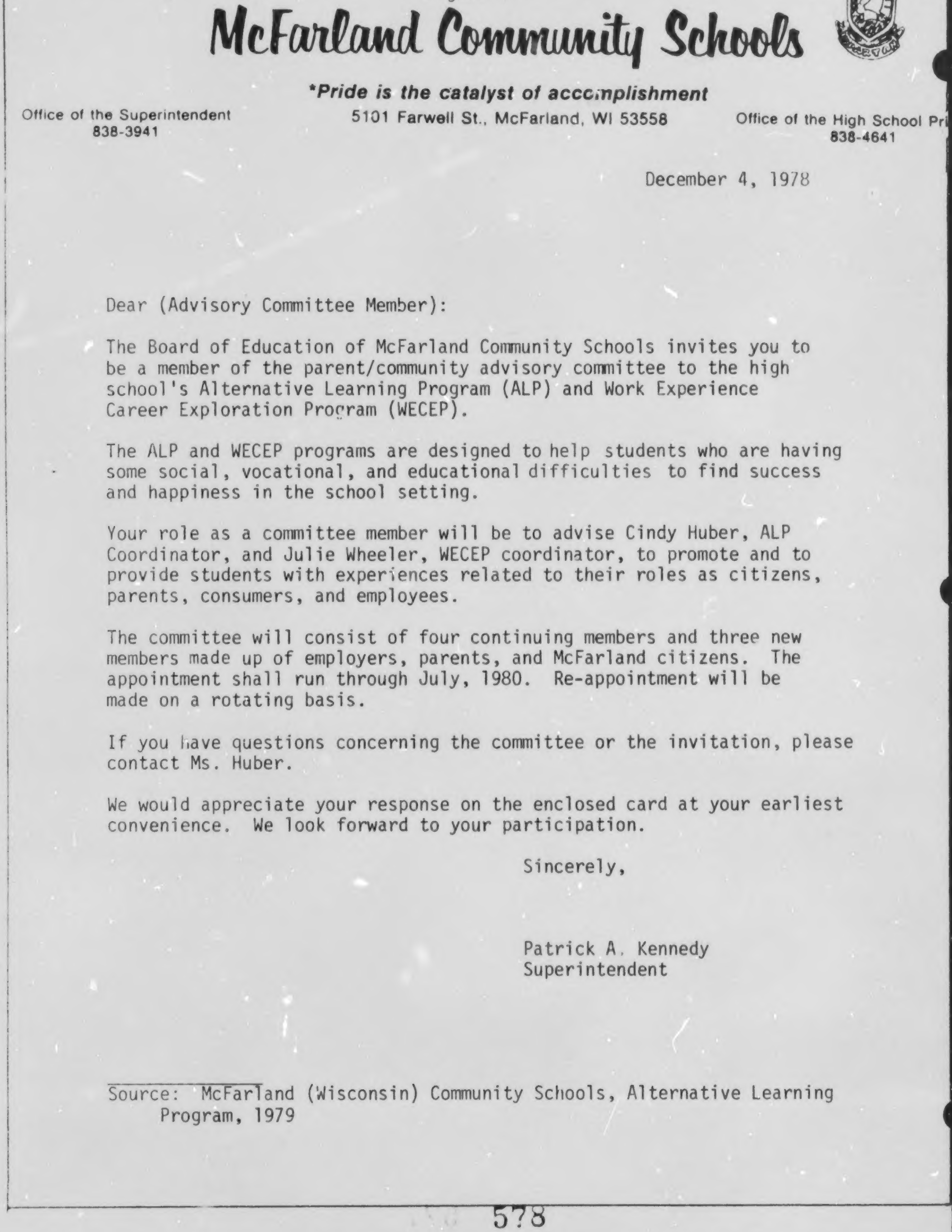
Establishing and maintaining an effective advisory committee is a task that includes thoughtful preparation and guidance. Effective advisory committees do not just happen. By carefully planning for the committee's role and by following some basic guidelines, one's chances for establishing a useful and successful committee can be greatly enhanced. People working with the committee will generally find their work and planning well worth their efforts. Several general practices that can help an advisory committee to be more effective are presented in Figure 5.

Getting an advisory committee started on the right track is of utmost importance in establishing an effective advisory committee. The first encounter of the group sets the tone for the rest of the committee's activities. Thus, the first meeting of the committee is extremely important. The main purpose of this first meeting is to acquaint members with their duties and responsibilities, with school staff, and with each other. The concern of dropout prevention should also be discussed.

Normally, the orientation meeting includes both business and social activity. An informal social activity either built into or following

(continued on page 16)

Figure 4



McFarland Community Schools

*Pride is the catalyst of accomplishment

Office of the Superintendent
838-3941

5101 Farwell St., McFarland, WI 53558

Office of the High School Pri
838-4641

December 4, 1978

Dear (Advisory Committee Member):

The Board of Education of McFarland Community Schools invites you to be a member of the parent/community advisory committee to the high school's Alternative Learning Program (ALP) and Work Experience Career Exploration Program (WECEP).

The ALP and WECEP programs are designed to help students who are having some social, vocational, and educational difficulties to find success and happiness in the school setting.

Your role as a committee member will be to advise Cindy Huber, ALP Coordinator, and Julie Wheeler, WECEP coordinator, to promote and to provide students with experiences related to their roles as citizens, parents, consumers, and employees.

The committee will consist of four continuing members and three new members made up of employers, parents, and McFarland citizens. The appointment shall run through July, 1980. Re-appointment will be made on a rotating basis.

If you have questions concerning the committee or the invitation, please contact Ms. Huber.

We would appreciate your response on the enclosed card at your earliest convenience. We look forward to your participation.

Sincerely,

Patrick A. Kennedy
Superintendent

Source: McFarland (Wisconsin) Community Schools, Alternative Learning Program, 1979

Figure 5

Advisory Committees Work Well When . . .

- . . .the committee's duties and purposes are made clear (these should be appropriate for the members, not cumbersome, clerical, or beyond the capability of the group).
- . . .the committee's authority is made clear (the more responsibility a committee is given the more responsibly it will act).
- . . .the members are selected to assure achievement of the stated objectives. (The members should also know how and why they were chosen.)
- . . .the appropriate procedures for prompt and meaningful action are accepted.
- . . .the most capable chairperson is appointed or elected.
- . . .the problems that are dealt with are real.
- . . .the exchange of ideas is free and members consider themselves to be equal partners in a worthwhile endeavor.
- . . .the agenda is based on concerns which members consider important.
- . . .the members get support from staff.
- . . .the members have or get firsthand familiarity with the program operation they are advising.
- . . .the sub-committee work is handled smoothly.
- . . .the problems that are faced require a wide divergence of information and careful judgement which is unavailable in any one individual.
- . . .the individual members have ample opportunity to participate (such participation will generate greater interest--when a person helps formulate a plan, he/she becomes more concerned that it is implemented).
- . . .the results are interpreted to the members. (Feedback fosters a sense of accomplishment and assures a continuity of purpose.)
- . . .the committee evaluates its work periodically

Adapted from: Buontempo, C. and Klavon, M. "Making the most of your advisory committee". Trenton, N.J.: New Jersey State Department of Education, 1975.

the structured meeting allows the new members of the committee to meet school staff, program personnel, and, if appropriate, students. This activity could also include a tour of the facilities. A sample format for a member orientation meeting is presented in Figure 6.

Figure 6

ADVISORY COMMITTEES

MEMBER ORIENTATION FORMAT*

I. INTRODUCTIONS

- other members
- staff

II. EXPLANATION OF PROGRAM

- general operations/history
- student selection
- staff
- curriculum
- policies
- facilities

III. THE ADVISORY COMMITTEE

- purpose
- committee structure/organization
    - selection
    - leadership
    - meetings
- individual/committee responsibilities

IV. REVIEW OF PROPOSED COMMITTEE GOALS AND OBJECTIVES

- review year plan of action
- calendar of events

* informal format should allow for questions from new members throughout the meeting

Source: McFarland (Wisconsin) Community Schools, Alternative Learning Program, 1979

Dependent upon the frequency of meetings and the size of the committee, the first or second meeting should include election of officers (or at least the chairperson). The structure and organization of the committee and its responsibilities can again be clarified if there are any questions or concerns about its functions.

Minutes are usually recorded by a secretary, a copy of which will be sent to each member. Every attempt should be made to adjourn the meeting at the time designated on the agenda. These procedures will help set the tone for subsequent meetings and activities.

Thus, it is apparent that the effectiveness of an advisory committee is, in part, the result of careful preparation and follow-through. Buontempo and Klavon (1975) recommend the following steps as a solid approach for insuring the committee's effectiveness:

a) Develop a clearly written statement of the objectives, duties and authority of the advisory committee, including the authority of its sub-committees and the roles of the staff persons to work with the advisory committee; many committees use a prepared notebook including by-laws.

b) Limit the maximum size of the advisory committee to 12 to 15 persons.

c) Arrange for a written agenda for each meeting, to be distributed to members before the meeting, including:

    Roll Call
    Introduction of Guests
    Approval of Previous Minutes
    Financial Report
    Special Presentations
    Communications
    Reports of Committees
    Old Business
    New Business
    Adjournment

d) Arrange for the keeping of minutes and other records as appropriate.

e) Organize short term or long term sub-committees as appropriate to simplify and improve the work of the total advisory committee.

f) When committee members are assigned tasks, make the assignments clear and specific.

g) Arrange for appropriate evaluation of the advisory committee's work on a periodic basis.

h) Arrange for follow-through to the work of the advisory committee.

i) Give public recognition to the members: at public meetings; through press releases; through personal letters of appreciation; it would also be a good idea to include the list of members on advisory committee stationery or publications.

(pp.4-6)

The above steps will help to establish a positive attitude and encourage committee member involvement.

In addition, certain *courtesies* and *attitudes* of the dropout prevention staff and other people seeking input from the committee can help to facilitate better relationships with advisory committee members. One should be reminded of the importance of listening. Staff and others should respect and tolerate the views of others and try to avoid alienating those with "unpopular" opinions. They should bear in mind that members were selected on the basis of their reputation in the community for their knowledge, interest, and expertise. Dropout prevention staff should also feel free to ask for ideas. The committee members' judgments should be respected. Merely having the committee "rubber stamp" decisions already made should not be encouraged. Staff should act on recommendations and make the members feel that their contributions are important and are properly considered. Also, all members should be encouraged to voice their opinions rather than allowing one or two to dominate the meetings. Lastly, consideration must be given to their busy schedules. Meetings should be scheduled only when necessary. Otherwise, members can lose interest when they feel their time is not being used wisely. The role of the committee and the needs of the staff will determine the frequency of meetings. It may be necessary for one advisory committee to meet only one or two times a year, while another may require more frequent meetings.

As this advisory committee should represent various segments of the community, including representatives appreciative of the needs of the potential dropouts, one may find that some members speak little or no English. If this is the case, special provisions should be made for translation during meetings and for providing presentations and/or written materials in member's respective languages.

While examining what can be done to help maintain an effective advisory committee, it can be helpful to look at what should not be done. Buontempo and Klavon (1975) present major mistakes that should be avoided in the utilization of advisory committees:

> a) Avoid meetings for the sake of meeting. Advisory committees are expensive in man-hours.
>
> b) Avoid giving a decision to the advisory committee which could better be made by a staff person or which is not particularly important or when execution rather than decision is really the problem.
>
> c) Avoid compromises when they are not productive or adequate to the problem faced.
>
> d) Avoid alienating those with unpopular opinions.
>
> e) Avoid having a chairperson who unduly dominates the group.
>
> f) Avoid manipulation of members as the secret agenda to your meetings; avoid anything which resembles a "rubber stamping" of decisions already made.
>
> g) Avoid a complacent attitude in relation to the advisory committee. When attendance drops, morale sinks and the level of discussion stays at the trivial or superficial level, the advisory committee is in trouble and requires improvement.
>
> (p. 6)

In closing the discussion of the effective use of dropout prevention advisory committees, the reader is referred to a letter written by a business man in response to an invitation to serve on a school advisory committee. The letter (see "Attachment") focuses on the needs and concerns of a potential committee member as he tells the educational community what to expect from him and what he expects from the educational community. Ideas presented in the letter can be useful to individuals organizing or working with an advisory committee.

Evaluation of the Advisory Committee

As stated earlier, the advisory committee is designed to advise. This does not necessarily imply that the recommendations made by the committee are inevitably accepted. The committee serves its purpose when presenting recommendations to the respective authoritative body (the initiator, coordinator, or group of individuals responsible for dropout prevention). These recommendations are then reviewed by the appropriate persons and taken into account in the decision-making process. The responsibility for the actual implementation and/or modification of recommendations lies with the program staff and other appropriate school personnel. It must be expected that some recommendations may be contrary to current policies or may introduce new alternatives. It is noted that such situations do not mean the advisory committee is not useful or that it should be viewed as being unsuccessful. A range of criteria, examples of which are presented later in this discussion, can be used in evaluating the advisory committee.

The effectiveness of the advisory committee in influencing the nature and scope of the program should be evaluated and examined regularly. Some questions that can be asked in evaluating an advisory committee include:

1. Is the advisory committee representative of the community (e.g., populations and interest groups)?
2. Does the advisory committee assist with the evaluation/assessment of the programs? Are recommendations made based upon the findings?
3. Does the advisory committee make recommendations concerning long and short range planning?
4. Is the committee involved in community resource assessment, assessment of student and community needs, etc.?
5. Is important information regarding the students, program, and community involvement being communicated to the community through (or with the help of) the advisory committee? Are all the channels of communication being used effectively?

6. Does the advisory committee serve as liaison with business-trade-industry?
7. Is the committee actively participating in program activities?
8. What are the attitudes of the school administration, staff, students, community, etc., toward the advisory committee?
9. How does the advisory committee view itself? Do the members feel their recommendations are being sought and given serious consideration?
10. Is the advisory committee meeting the goals and objectives outlined in the original guidelines?

These questions represent only some of the issues and concerns related to advisory committees which need to be examined. It may be helpful to adapt an evaluation grid for this purpose such as the one developed by Buontempo and Klavon (1975). Their instrument consists of such typical concerns as whether or not:

1. the membership represents a broad selection of appropriate advisors.
2. the committee assists in short and long range planning.
3. the committee communicates important information to the community,
4. the committee communicates important and relevant information to students,
5. the committee recommends competent personnel to meet program needs, and
6. the committee assists with evaluation of the instructional program.

An example of such a grid adapted to the efforts of an advisory committee addressing dropout prevention is presented in Figure 7. As is apparent, the effectiveness of an advisory committee is not necessarily based on changes made in a program, but is rather determined by a variety of factors. Basic questions that can be used in evaluating an advisory committee's activities and efforts are included in *Evaluating Dropout Prevention Efforts*.

Summary

The advisory committee, when carefully selected, properly organized, and appropriately used, can be of inestimable value to the school and the community. The extent to which an advisory committee functions depends

(continued on page 25)

Figure 7

Determining the Effectiveness of a Dropout Prevention Advisory Committee

This evaluation grid is presented here as an example of a tool that can be used in determining the effectiveness of a dropout prevention advisory committee. The grid can be modified for use at the local level, e.g., pre-determined goals and objectives established for the committee can be included in the left-hand column indicating functions and concerns. The degree to which an identified function/objective was fulfilled is indicated in the right-hand column. The responses can then serve as a base for identifying potential areas of change or increased activity as well as for determining the effectiveness of the committee. The evaluation grid may be used as a self-evaluation tool by the advisory committee and/or may be completed by other school/community evaluators.

Typical Functions/Concerns of Advisory Committees	Not Accomplished	Partially Accomplished	Accomplished
A. Represents a cross-section of the community:			
* parents of both program and non-program students			
* students (former, current, potential dropouts, or student council members)			
* business-trade-industry			
* labor organizations			
* school board			
* local post-secondary schools/ colleges			
* social service/community based organizations			
* special needs segments			
* CETA			
* other ______________			
______________			

Figure 7 (continued)

Typical Functions/Concerns of Advisory Committees	Not Accomplished	Partially Accomplished	Accomplished
B. Assists in long-and short-range planning:			
* establishes priorities and develops objectives....................			
* provides services and experiences to potential dropouts (e.g., field sites, work study, job training, etc.)........................			
* locates and supports funding..................................			
* coordinates utilization of community resources..................			
* reviews and assesses program/ activity and recommends improvements..........................			
* evaluates program/activity............			
* other ______________________________			
______________________________			
C. Communicates improvement information regarding community involvement in program activity to:			
* community............................			
* students.............................			
* parents..............................			
* business-trade-industry..............			
* labor organizations..................			
* other ______________________________			
______________________________			
D. Media for communicating information:			
* personal letters.....................			
* newsletters..........................			
* public meetings......................			

Figure 7 (continued)

Typical Functions/Concerns of Advisory Committees	Not Accomplished	Partially Accomplished	Accomplished
* publications such as reports, pamphlets, etc.			
* personal communication			
* press releases			
* T.V./radio			
* other ____________			
____________			
E. Working relationship:			
* meetings scheduled when necessary			
* attendance recorded			
* written agenda distributed and no "hidden agenda"			
* sounding board for new ideas			
* opinions sought and listened to			
* minutes recorded			
* other ____________			
____________			
F. Other functions:			
____________			
____________			
____________			
____________			
____________			

upon the vision, initiative, and tact of the dropout prevention initiator/coordinator as well as the committee members.

It is essential to cultivate a positive attitude, one that demonstrates the school's sincerity and commitment to having a committee and involving it in meaningful activities. Moreover, members must be encouraged to become more acquainted with existing programs and to participate in various activities. Their ideas and recommendations should be actively sought and given serious consideration. The school and community can thus benefit from the exchange between the educators and the committee. Individual students will, in turn, benefit from the help that comes from the coordinated team effort of persons representing a total community commitment to dropout prevention.

References Cited

Buontempo, C., & Klavon, M. Making the most of your advisory committee. Trenton, NJ: New Jersey State Department of Education, 1975.

Burt, S.M. If you want me to serve on a school advisory committee. News from NACVE, July 1974.

Illinois Office of Education, Division of Vocational and Technical Education. A guide for planning, organizing, and utilizing advisory councils. Springfield, IL: Author, n.d.

McFarland Community Schools, Alternative Learning Program. McFarland, WI: McFarland Community Schools, 1979.

Novak, J., & Dougherty, B. (Eds.). Dropout prevention in Wisconsin, Volume I: A review of programs and activities. Madison, WI: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1979.

Ramey, W.S. Organization and operation of local advisory committees for vocational education. Richmond, VA: Virginia Commonwealth University, School of Education, 1975.

Additional References

Clark, P.A., & Shoop, R.J. Community advisory councils: Composition and selection procedure. *Community Education Journal*, May-June 1974, *4*, (3), 43-45.

Cwik, P.J. *The community advisory council*, s.l.: National Community Education Association, 1975.

Establishing a community advisory council for an EBCE program. Staff guide. Fond du Lac, WI: Fond du Lac School District, 1978.

Florida Senate Education Committee. *A report on school advisory committees in Florida*. Tallahassee, FL: Author, 1974.

Gittell, M., *Final research report of citizen organizations: Citizen participation in educational decision-making*. Boston, MA: Institute for Responsive Education, 1979.

Goble, N. Planning community involvement in school decision-making. *Pennsylvania Education*, July-August 1972, 3, (6), 4-5. (ERIC Document Reproduction Service No. EJ 063-147)

Industry-education councils: A handbook. New York: National Association for Industry-Education Cooperation (NAIEC), n.d.

Miller, L.E. *Organizing and using an advisory council*. Blacksburg, VA: Virginia Polytechnic Institute and State University, 1975.

Novak, J. The advisory committee and the job placement program. In S.J. Kosmo & J.L. Novak (Eds.). *Orientation to the job placement process*. Madison, Wi: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1978.

Oldham, N.B. *Citizens advisory committees. Public participation increases: Guides change in American education. Current trends in school policies and programs*. Arlington, VA: National School Public Relations Association, 1973.

W.E. Upjohn Institute for Employment Research. *Industry and community leaders in education*. Kalamazoo, MI: Author, 1969.

Attachment

News from NACVE

July 1974

This special edition of News from NACVE is devoted to the following article which Samuel M. Burt, a consultant to the National Advisory Council, wrote as an open letter and presented on June 11th at the annual conference held jointly by Maryland's State Advisory Council and the Division of Vocational-Technical Education. Written as a businessman's reply to an invitation to serve on a school advisory committee, the letter tells the educational community what to expect from a businessman and what a businessman expects from the educational community.

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation--if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

Source: News from NACVE. July 1974. Reprinted with the permission of the National Advisory Council on Vocational Education.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember--as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter--not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort--as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In final analysis, this is exactly what I want--effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community--my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve--particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse then no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

/s/______________________________

A long-time advocate of industry-education cooperation, Samuel M. Burt has actively promoted its growth from his standpoint as managing director of the Education Council of the Graphic Arts Industry, as researcher and writer with two books and several published articles to his credit dealing with effective use of industry-education advisory committees, and as a consultant and lecturer to educational and industrial organizations seeking to develop industry-education cooperative programs. Currently he is devoting much of his time to the National and State Advisory Councils on Vocational Education as a consultant. This "message from a businessman," he informs us, was developed over a period of four years of constant rewriting as he refined what "knows for sure" about advisory committees. News from NACVE is pleased to make it available to all those who believe that public education can be improved, expanded, enriched and equalized only to the extent to which the public participates and is deeply involved in helping to resolve the problems of our nation's schools.

Educating the School and Community in Dropout Prevention (Inservice)

Gabrielle Banick Wacker
Jan Novak
Barbara Dougherty

Educating the School and Community in Dropout Prevention (Inservice)

Staff Development and Inservice Education

The growing concern for keeping youth in school, the variety of available approaches to dropout prevention, the need to tailor dropout prevention efforts to the local school and community, and the diverse group of individuals who can be involved in and/or supportive of dropout prevention point to the need for inservice training, staff development, and/or community education. Because of the diverse purpose and audience to which these activities may be applied, hereafter, they will be referred to as "training" activities. These training activities can help all participants learn, grow, think, improve, and act relative to better serving the needs of the youth in their schools and communities.

Educators, service providers, and community members can 1) be made aware of the scope and nature of the local dropout problem, 2) identify potential efforts to address the problem, 3) design a plan of action, 4) implement a dropout prevention strategy, and 5) evaluate and modify dropout prevention activities, programs, and services. One means of helping individuals prepare for their expanded roles and responsibilities is through inservice and/or staff development programs. While inservice and staff development can be defined in various ways, they are used here to describe those activities offered to help an individual better perform--the performance being to encourage and help students to remain in school and to support the youth in their efforts.

The materials presented in this section were developed in response to the need for direction in planning and conducting such training sessions. The materials are intended primarily for those responsible for promoting and coordinating the development of dropout prevention efforts. The audience or participants of the training activities include educators, school workers, administrators, parents, social service providers, and business-industry-labor. The materials, however, can also be used on an individual basis, by groups, or a combination of the two.

Goals and Objectives for Training Sessions

The basic goal of the suggested training materials is to provide the participants with the information, skills, and experiences to improve their performance when working with potential dropouts. Specifically, participants will:

- be made aware of the scope and nature of the local dropout problem,
- identify potential efforts to address the problem, and
- identify the areas of support to dropout programs.

It is noted that not all potential participants need to gain skills in all these areas. In such cases, the need of the training session participants will determine the objectives and activities used in the sessions. This selection would be made by the facilitator of the training sessions.

Organization and Use of the Materials

The training activities or "lesson plans" are appropriate for use with both school personnel and community members. As noted earlier in this section, the selection and presentation of learning activities depends upon the needs of the audience. Thus, not all activities would be appropriate or useful to all potential participants. A comprehensive range of concepts in the development of dropout prevention efforts are addressed. The activities presented are intended to serve as tools for the training session facilitator. Due to the diverse nature of the potential participants, one may elect to modify or develop additional activities focusing on the local situation.

Eleven major topics have been included as part of the comprehensive training activities. The topic areas are:

- Overview
- Need for Dropout Prevention
- Focus on the Individual
- Dropout Prevention Approaches
- Staff Roles/Patterns
- Resources/Facilities

- Evaluation
- Support Within the School
- Support Outside School
- Parent Involvement
- Advisory Committee

These topics correspond to the major divisions in this handbook. The narrative or text and the training materials are designed to complement each other. Reading of the narrative presentations by the facilitator and participants will enhance their understanding of dropout prevention. If the training session participants do not use the accompanying narratives in the handbook, it is strongly suggested that the facilitator and/or presenters prepare "lecture" materials which cover the appropriate topics.

The general approach taken in the training materials is to minimize lecture activities through substitution of the companion narrative presentations, and through the use of discussion, off-site interviews, exploration, and observation activities.

Planning and Conducting Training Sessions

The information and materials included in this section are designed to assist those individuals responsible for the training sessions. Many of the activities basic to the planning, conduction, and evaluation of such sessions are highlighted. The information is presented in the form of a handy reference tool to use when working with any type of training activity. A systematic approach to designing and facilitating such efforts will result in a more productive learning experience for all persons involved.

There are three essential ingredients for effective sessions. The training needs to be 1) realistic, reflecting the needs and situation of the trainee, 2) skill-focused, and 3) administratively recognized and supported. Training sessions that lack any of these attributes will probably suffer in their effectiveness.

In highlighting the planning process, one can say simply that the facilitator must answer the following questions:

- who?
- what?
- when?
- where?
- how?
- why?

If the planner of the training session(s) can answer these six questions, he or she is well on the way to presenting an effective activity. While there is also much more involved in the planning, implementation, and evaluation of such sessions, one cannot effectively proceed if these questions are not answered.

Who?

The question of "who?" relates not only to the participants but also to the leaders and presenters. The various needs, roles, and responsibilities of all persons involved need to be identified or established.

A decision must be made as to whether the needs of parents, teachers, administrators, school workers, social service providers, dropout prevention staff, or other community members will be addressed. The training session planners may decide that all groups should participate or that only one or two be included. It might also be decided that all groups attend a general awareness session, but that only select groups participate in subsequent, more specific activities. Individual needs, time constraints, budget allotments, and space limitations will all affect who attends.

As indicated, "who" also relates to resource persons and presenters involved with the session. These individuals may be internal and may come from within the school system or community, and/or external and come from outside the school. They may also be involved due to their experiences and expertise in different aspects of dropout prevention. As contacts and people are identified throughout any dropout prevention effort, it can be helpful to keep a list of these people, their addresses/phone numbers, areas of interest, and areas of expertise. This record will then facilitate identification and contacting of both internal and external resource persons.

What?

"What" refers to both the content of the training activities and to the materials and resources used throughout the sessions. The content is basically determined by the needs and characteristics of the participants, the reason for the training activities, the time alloted for the sessions, and the skills and expertise of the presenters.

The materials and resources used in training sessions can include handouts and worksheets for the participants, charts, graphs, posters, filmstrips, films, overhead transparencies, bibliographies, books/pamphlets for review, brochures, flip charts, and chalkboards. These audio-visual aids all help to make training activities more effective. It is noted as a reminder that any equipment that is to be used be checked in advance to make certain they are available and work properly.

Figure 1 offers a worksheet in the form of a checklist that can be used by those individuals planning the inservice of staff development sessions.

When?

When planning training activities, one major consideration is "when" to schedule the session. Schedules need to accommodate both long and short range planning. Programs should be scheduled well in advance so that both school and community members may plan accordingly. Schedules also need to be disseminated and publicized so that all potential participants are informed and have accurate information regarding the session. It is of upmost importance to consider the convenience of the participants.

Also included in determining the scheduling of training sessions is the length of the program. Several factors will affect this including the goals and objectives of the session(s), the types of learning activities involved, the schedules of the participants, the number of participants, the availability and location of the facility used, and the materials and resources that will be included. Consideration must also be given to meals, the amount of time participants will spend traveling, and related costs incurred by either the schools, community, or individual participants.

Figure 1

Checklist for Planning Training Sessions

Task	Person Responsible	Check When Completed
Identify need for training sessions		
Set goals and objectives for training activities		
Identify training content		
Determine training strategies		
Design training session format		
Identify potential participants		
Prepare resource materials		
Obtain equipment and supplies*		
Prepare agenda		
Contact presenters		
Select training site		
Select training date(s) and time(s)		
Make arrangements for training site		
Prepare publicity		
Contact/notify participants		

* Supplies that might be needed include:

note paper
binders
pens
pencils
marking pens
stapler
staples
scissors
paper clips
masking tape
extension cord
transparency marking pencil
scotch tape
name tags
list of participants
rubber bands
index cards
file folders
ruler
slide projector
film projector
extra projector bulb
tape recorder
blank cassette
projection screen
batteries
adapter plug
take-up reel
easel
flip chart
chalkboard
overhead projector
blank transparencies
typewriter

Where?

The right location and the proper furnishings are crucial to the success of training sessions. The physical facilities selected will be influenced by a variety of factors including:

- the size of the group
- the types of presentations and activities (e.g., the need for small sub-group sessions; necessary lighting and other accomodations for showing filmstrips, films, or using overhead projectors; or access to telephones and copy machines if necessary)
- availability of parking
- proximity to food and/or lodging facilities
- distances to be traveled by participants
- cleanliness, attractiveness of the facilities
- cost for use of the facilities
- availability of tables, different seating arrangements, chalkboards, display areas, etc.
- restroom facilities
- accomodations for handicapped
- temperature controls (e.g., air conditioning, heating)

Those individuals selecting the facilities to be used must consider the comfort of the participants and the effect facilities can have on the outcome of the program.

Training sessions are frequently held at the school. If such facilities are not available or do not meet the needs of the session, other facilities will need to be located in the community or nearby areas. An "off-campus" site may provide a change of pace for participants, make the community members participating (non-school personnel) more comfortable, or be used as a resource or learning tool. The latter may be the case if the participants were developing a work-site dropout prevention strategy and met at a business or industry facility. They might be able to visit potential work-sites and/or meet with potential supervisors of the students. If one views the community and the school as resources, selecting the best facility available can become a challenge, but it can also lend a new touch to training sessions.

How?

"How" basically addresses what will be done to accomplish the goals and objectives of the training sessions. The activities which work to meet the goals and objectives may be viewed as the building blocks which form the final structure of the sessions. Much has been written about the many types of activities that can be used in learning situations including:

- brainstorming
- discussion
- role playing
- case studies
- lecture
- simulation
- demonstration
- symposium or panel
- buzz session
- guided practice
- simulation

The possibilities for selecting and using activities are not, by any means, limited to those identified here; however, these do represent a relatively comprehensive spectrum. These activities are further described in Figure 2.

When selecting activities, the planner will find it helpful to consider aspects about the activities and may find it helpful to ask questions such as these.

1. What activity or activities are most likely to stimulate learning toward the objective(s)?
2. Will more than one activity be required? If so, which ones?
3. What sequence of activities is likely to be most effective?
4. How feasible are the chosen activities, given the time frame, size and composition of the client group, leadership competencies, materials, and other resources available? (Harris, 1980, p. 71)

Figure 2

Possible Activities for Educating the School & Community in Dropout Prevention*

Activity Number	Title of Activity	Type of Activity
1	Pretest on the Dropout Problem	pretest
2	Cost of Dropouts to the Community	handout, discussion
3	Characteristics of Students	charts, discussion
4	Characteristics of Potential Dropouts	brainstorming, discussion
5	Examining Current Efforts	worksheet
6	Identifying Small-Scale Dropout Prevention Activities	brainstorm
7	Selecting the Staff and Staffing Patterns	case study, discussion
8	Facility Types	simulation, discussion
9	Securing School Personnel Resources	brainstorming, worksheet
10	Securing Instructional Resources	list, evaluate
11	Components of an Evaluation	handout, discussion
12	Talking to Community People	role playing, discussion
13	Improving and Increasing Parent Involvement	planning, discussion
14	Parent Support in Dropout Prevention	handout, simulation
15	Choosing an Advisory Committee	list, evaluate, discussion
16	Functions of an Advisory Committee	handout, chart, planning
17	Effective Advisory Committees	brainstorming, handout

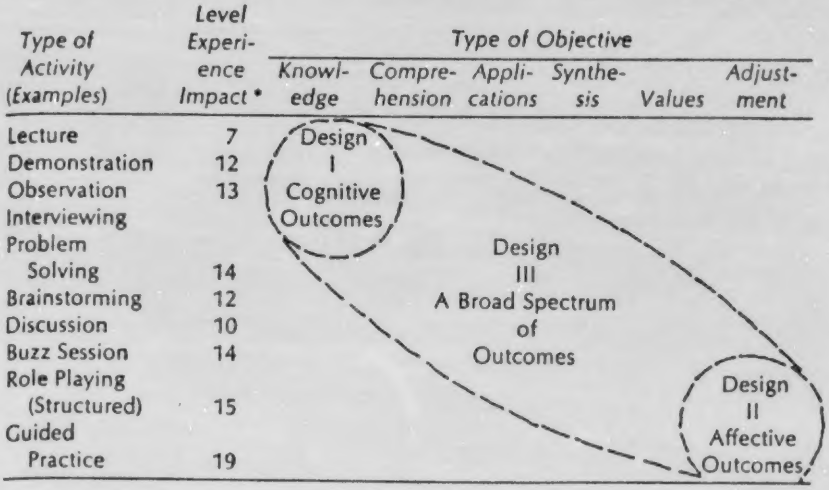
*These suggested activities are presented in this section, pages 21-103.

Each of these questions needs to be carefully answered before an effective activity or group of activities can be designed. It can be helpful to give these questions serious consideration either formally of informally.

The impact of the selected activity(ies) is extremely important and also needs to be examined. While both variety and active participation are important, other characteristics should also be considered. Harris, Bessent, and McIntyre (1969) developed an in-service grid which related "experience impact," "type of activity," and "type of objectives" to each other so as to identify three different design categories. These are illustrated in Figure 3.

Figure 3

Inservice Design Grid



Type of Activity (Examples)	Level Experience Impact*	Type of Objective: Knowledge	Comprehension	Applications	Synthesis	Values	Adjustment
Lecture	7						
Demonstration	12						
Observation	13						
Interviewing							
Problem Solving	14						
Brainstorming	12						
Discussion	10						
Buzz Session	14						
Role Playing (Structured)	15						
Guided Practice	19						

Design I Cognitive Outcomes
Design III A Broad Spectrum of Outcomes
Design II Affective Outcomes

* Based on estimates of potential influence for learning inferred from specific criteria.

Copyright © Ben M. Harris, E. W. Bessent, and Kenneth E. McIntyre. All rights reserved. Reprint by permission.

Source: Harris, B. Improving staff performance through in-service education. Boston: Allyn and Bacon, 1980, p. 73.

This grid can serve as a guide to those identifying and selecting training activities. One must consider the objectives, audience/participants, the group size, and the facilitator/presenter when selecting activities. The information here has been provided to help the inservice staff development and community education planners.

Why?

The ultimate goal of the training activities in dropout prevention is to enable school personnel and educators to help students stay in school and to support these youth in their efforts. The specific objectives of the training session, however, will focus on selected aspects of this ultimate goal.

For example, it may be determined that there is a need to build community support for dropout prevention. The session(s), then, may focus entirely on public relations, involving the community in school activities, and developing an awareness campaign about dropout prevention. These established objectives would, in part, help determine the potential participants and the program/agenda for the session(s).

Establishing the need or the "why" is the first step in the development and design of any training session. There must be a clear-cut and identifiable reason for the training activity. Once the "why" - or purpose - has been established, participants can be identified, activities selected, objectives refined, agenda developed, materials and resources prepared, and logistical arrangements made.

"Why" and the specific objectives also become the base for the evaluation of the training program. When evaluating an activity or program, one can ask a wide range of questions, but a major consideration is whether or not the desired outcome was achieved. Such an evaluation will help those responsible for the program in determining its success and will provide information useful in determining the need for and the design and development of future sessions. A sample evaluation form that could be modified to address a particular program in dropout prevention is provided in Figure 4.

Figure 4

EVALUATION OF DEMONSTRATION SESSION:
DROPOUT PREVENTION PLANNING & IMPLEMENTATION SESSION

Please take a few minutes of your time to answer the following questions on the demonstration session. Your responses will be tabulated with those of the other participants in order to assess the value of this session and to help plan future sessions.

Please place a check (✓) in the space which best describes your response to each question.

1-5 How helpful was the session in....	Very Helpful (1)	Moderately Helpful (2)	Slightly Helpful (3)	No Help (4)	Undecided (5)
1. promoting communication and exchange of ideas among participants?					
2. developing your understanding of the elements of dropout prevention?					
3. developing your awareness and understanding of why students are leaving school and why dropout prevention efforts are needed for the students in your school?					
4. promoting a comprehensive approach to dropout prevention?					
5. developing a better understanding of your own particular role in dropout prevention?					

6-8 How helpful were the session components in gaining a better understanding of dropout prevention?

6. Resource panels					
7. Printed materials					
8. Team activities					

Figure 4 (continued)

9-11 How would you rate each of the following aspects of the workshop?

	Excellent (1)	Good (2)	Fair (3)	Poor (4)	Undecided (5)
9. Planning and organization					
10. Productivity					
11. Overall quality					

Please respond to the following questions...

12. What grade level(s) are you involved with? (circle correct response)

K-3 4-6 7-9 10-12

13. How can results of the session be shared with others?

14. How can the products or accomplishments of this session best be implemented in the school?

15. Additional Comments:

An Additional Consideration--Expenses

One factor which has been mentioned but not addressed in detail is the cost of putting on in-service and/or staff development sessions. Obviously, different kinds of training will vary in cost.

In planning the program, it is important to consider all the possible expenses that might be encountered. A preliminary list of items that may be included in a budget is presented in Figure 6. This list is provided to assist in identifying areas of expense. While many of the items will be appropriate to all types of programs, others will not.

Figure 5

Preliminary List of Potential Program Expenses

Program Coodinator salary

Substitute teaching to provide release time

Clerical time/services

Consultant/resource personnel honorariums and expenses (meals, lodging, and transportation)

Rental fee for facility

Meals

Refreshments (coffee, tea, rolls, soda, cream, sugar, and tea)

Rental fees/charges for film, filmstrips, slide and overhead projectors)

Rental fees for films and filmstrips

Office supplies (for use in planning, conducting, and follow-up activities)

Printing expenses (resource materials, publicity brochures or fliers, agenda, handouts)

Name tags

Paper, pens, and folders/notebooks for the participants

Telephone

(continued)

Figure 5 (continued)

Travel or lodging for participants

Staff travel or lodging

Photography services

Sound equipment (recording of sessions)

Charges for special assistant (e.g., film projector operators)

Graphics/art work

Purchase of materials, books, resources

Miscellaneous expenses (paper cups, napkins, tablecloth, and plastic silverware)

Flip boards (easels, paper)

Marking pens, chalk, tape, scissors

Blank overhead transparencies and marking pens

Expenses for planning groups (travel, meals, refreshments, telephone, materials, etc.)

Other ______________________________

____

____

____

____

____

____

References Cited

Harris, B. *Improving staff performance through in-service education*. Boston: Allyn and Bscon, 1980.

Harris, B., Bessent, E., & McIntyre, K. *Inservice education: Guide to better practice*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.

Training Session Activities

- Table of Contents -

Activity Number	Title of Activity	Pages
1	Pretest on the Dropout Problem	22-26
2	Cost of Dropouts to the Community	28-34
3	Characteristics of Students	36-39
4	Characteristics of Potential Dropouts	40-42
5	Examining Current Efforts	44-47
6	Identifying Small-Scale Dropout Prevention Activities	48-50
7	Selecting the Staff and Staffing Patterns	52-54
8	Facility Types	56-59
9	Securing School Personnel Resources	60-62
10	Securing Instructional Resources	64-66
11	Components of an Evaluation	68-71
12	Talking to Community People	72-75
13	Improving and Increasing Parent Involvement	76-78
14	Parent Support in Dropout Prevention	80-86
15	Choosing an Advisory Committee	88-91
16	Functions of an Advisory Committee	92-98
17	Effective Advisory Committees	100-103

ACTIVITY:

Pretest on the Dropout Problem

Activity Number 1
Page 1

PURPOSES:

1. Participants will be exposed to various factors associated with dropout prevention through completion of a pretest.

SUGGESTED TIME FRAME:

5 - 7 minutes

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "How Much Do You Know About Dropout Prevention" (Activity 1, Supplement A)
- Sheet entitled "Key to Pretest on Dropout Prevention" (Activity 1, Supplement B)

ACTIVITY:

Pretest on the Dropout Problem

Activity Number 1
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant of the sheet entitled "How Much Do You Know About Dropout Prevention?" (Activity 1, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Distribute the pretest from Supplement A.
2. Instruct participants to complete the pretest based on their present knowledge of dropout prevention. (They should not work together on this activity.)
3. Inform participants that they have 5-7 minutes for this activity.
4. At the end of the time, direct participants to keep their pretests handy so they can refer to them during the following activities.

Activity Number 1
Page 3
Supplement A

How Much Do You Know About Dropout Prevention?

Directions: Select the best answer to each of the following questions based on your present knowledge of dropout prevention.

1. In Wisconsin in the past three years, _____ students have left school before receiving a high school diploma.

a. 3,500	c. 46,000
b. 29,000	d. 61,000

2. The national high school graduation rate is _____% while the dropout rate is _____%.

a. 85, 15	c. 80, 20
b. 65, 35	d. 75, 25

3. The Carnegie Report states that no progress has been made in reducing the overall dropout rate since:

a. 1977	c. the mid-1960s
b. 1970	d. the end of World War II

4. According to Kumar and Bergstrand (1979) the most common reason students left school in Wisconsin was because of:

a. pregnancy	c. personal or family problems
b. didn't like school	d. didn't see value of school

5. The view held by many educators is that a potential dropout can be identified as early as _____.

a. three years old	c. fourth grade
b. first grade	d. seventh grade

6. The underlying principle behind many dropout programs is to let students experience _____ and improve _____.

a. success, attendance	c. failure, self-image
b. success, attitude	d. success, self-image

7. While it is advantageous in meeting the needs of potential dropouts to identify these students, it is _____ to specifically label them as potential dropouts.

a. alright	c. hazardous
b. helpful	d. always beneficial

Activity 1
Page 4
Supplement A
(continued)

8. Below is a list containing suggestions of ways the education system could have better served non-completers (as determined by non-completers) in a Kumar and Bergstrand study (1979). Put these items in rank order as to the frequency of their response with 1 being the suggestions made most often, etc.

_____ plan for special needs
_____ help locate jobs
_____ make curriculum more practical
_____ provide more career counseling
_____ help develop talents and abilities
_____ emphasize vocational programs

9. List eight (8) common characteristics of potential dropouts:

10. List three (3) elements that should be basic to a comprehensive strategy for dropout prevention. *(Hint: Consider students, grade levels, services, approaches, etc.)*

Activity Number 1
Page 5
Supplement B

Key to Pretest on Dropout Prevention

Correct Answer

---

1. (c) 46,000
2. (d) 75, 25
3. (c) the mid-1960s
4. (b) didn't like school
5. (b) first grade
6. (d) success, self-concept
7. (c) hazardous
8. (1) make curriculum more practical
   (2) plan for special needs
   (3) help develop talents and abilities
   (4) provide more career counseling
   (5) emphasize vocational programs
   (6) help locate jobs
9. Responses may include any combination of the following:
   absenteeism/truancy/frequent tardiness, poor grades, failure of grade, low math or reading score, lack of basic skills, failure in one or more schools, unable to tolerate structured activities, gifted and talented students (frequently bored with school), low perceptual performance, poor social adjustment, perhaps socially or emotionally disturbed, inability to relate to authority figures, expressed feelings of "not belonging"; lack of identification with school, limited extra curricular participation, immature, suggestible, easily distracted, lack future orientation, unable to identify with other people, low educational level of parents, siblings or parents had been dropouts, excessively stressful home life, absence of father from home, verbal deficiency, family problems, more mobile than other students, failure to see relevance of education to life experiences, low level of self-esteem.
10. Responses may include any of the following:
   offers a variety of services--education, guidance, support services, can be tailored to meet the needs of the school and community, is preventive, is therapeutic, covers all students--grades K-12.

ACTIVITY:

Cost of Dropouts to the Community

Activity Number 2
Page 1

PURPOSES:

1. Participants will become more familiar with the costs of dropouts to society.
2. Participants will assess the cost of dropouts to their own community.

SUGGESTED TIME FRAME:

1 - 2 hours

RESOURCES AND MATERIALS NEEDED:

- Handouts entitled "Consequences to Society" (Activity 2 , Supplement A) and "Cost of Dropouts to Society: A Summary from the Carnegie Council on Policy Studies in Higher Education" (Activity 2 , Supplement B)
- Worksheet entitled "Cost of Dropouts to the Community" (Activity 2 , Supplement C)

ACTIVITY:

Cost of Dropouts to the Community

Activity Number 2
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the handouts and worksheets entitled "Consequences to Society," (Activity 2, Supplement A), "Cost of Dropouts to Society: A Summary from the Carnegie Report," (Activity 2, Supplement B) and "Cost of Dropouts to the Community" (Activity 2, Supplement C).

2. Invite 4-5 members of the community who are knowledgeable of community services to this session for a discussion.

DURING THE SESSION the Program Facilitator will:

1. Distribute the handouts from Supplements A and B to each participant.

2. Provide time (about 20 minutes) to participants for reading Supplements A and B.

3. Emphasize the highlights of Supplements A and B. Allow time for participant discussion if necessary.

4. Distribute Supplement C to participants.

5. Lead a discussion of the questions on Supplement C. Encourage equal participation from both school and community representatives.

Activity Number 2
Page 3
Supplement A

Consequences to Society

No one can question that dropout prevention programs are an additional cost to the taxpayer, yet lack of such programs can cost the taxpayer even more over an extended period of time. It costs the taxpayer and the parent money to educate a child; however, it costs society more if our youth are undereducated. The Select Senate Committee on Equal Educational Opportunity, chaired by former Senator Walter Mondale (Minnesota), published a monograph in 1972 entitled "The Effects of Dropping Out." The study assessed the effect 25-34 year-old males, who did not complete high school for the year 1969, had on the nation. Jones, in his 1977 article entitled The Impact on Society of Youths Who Drop Out or Are Undereducated, summarized the Select Senate Committee findings. Jones reports that the study projects that these individuals will cost the nation (Jones, 1977, pp. 415-416):

1. $237 billion in income over their lifetime;
2. $71 billion in foregone government revenue - $47 billion to federal government and $24 billion to local government;
3. In contrast, it would have cost $40 billion to have the men ages 25-34 complete high school. Thus a net loss of $197 billion was exacted;
4. The welfare expenditure attributed to inadequate education is $3 billion per year;
5. The cost of inadequate education reflected by reduced political participation and intergenerational mobility is difficult to assess.
6. Each dollar generated for social investment in education generates six dollars over the lifetime of the group.

Specifically, the cost for teenage mothers receiving AFDC (Aid for Dependent Children) in 1975 was $4.65 billion as reported by Shirley Boes Neill (1979). She continues by saying that:

> Approximately 60 percent of all teenage mothers were ending up on welfare, accounting for about one half of the national welfare bill. In 1976, 31 percent of the teenage mothers and former teenage mothers age 14-30 on the AFDC rolls had failed to complete high school. By way of contrast, only 11 percent of the teenage mothers and former teenage mothers who had completed high school were receiving AFDC. (p. 33)

It is also interesting to note the relationship between school failure and dropping out to incarceration. The Association of State Correctional Administrators in 1972 revealed the following statistics (O'Morrow, 1976):

Activity Number 2
Page 4
Supplement A
(continued)

> 85 percent of the average state prison inmates are school dropouts and 65 percent come from broken homes; the average educational attainment is between fifth and sixth grade levels with the average I.Q. being 85. In addition, ... 50 percent are under the age of 25, 18 percent are illiterate and 40 percent are without previous sustained work experience. The Association concludes their report by stating that approximately 96 percent of those incarcerated will be on the streets after an average stay of two years. (p.16)

These are just a few of the costs that are incurred by the undereducated of our society.

Boes Neill, Shirley. (Ed.). Keeping students in school-problems and solutions. Sacramento, CA: Education News Service, 1979.

Jones, W. The impact on society of youths who drop out or are undereducated. Educational Leadership, 1977, 34, 411-416.

O'Morrow, G. Therapeutic recreation: A helping profession. Raston, VA: Raston Publishers, 1976.

Activity Number 2
Page 5
Supplement B

Cost of Dropouts to Society: A Summary of the Carnegie Council on Policy Studies in Higher Education

The social costs of dropouts to society were identified in a recent report by the Carnegie Council on Policy Studies in Higher Education (1979). The costs from dropping out of school, failure to graduate with basic skills and patterns of juvenile delinquency include:

> Costs associated with unemployment of the young people involved and with patterns of unemployment that persist through life, particularly unemployment insurance.
>
> Costs of welfare dependency.
>
> Lost tax revenue.
>
> Costs of damage to property and injury to persons.
>
> Law enforcement costs.
>
> Incarceration costs.

Specific data supporting these findings is available and was also included in the report. The following points describe further, the monetary cost of dropouts to society.

> The study by the Economic Development Council of New York City (1977) showed that a large majority of the Youth Division-1 citations (YD-1) are juvenile criminal activities other than felonies, unlawful assembly, or serious misdemeanors) in the city were issued during school hours, when the offenders should have been in school. Other evidence has indicated that many of the acts of violence commited in and around the schools are work of non-students.
>
> The Economic Development Council (1977) estimated that school-age youths in the city stole or destroyed property worth $234 million.
>
> The public and private costs of controlling youth crime came to another $277 million in 1976 (Economic Development Council, 1977).
>
> Data for the nation as a whole, indicate average per-pupil expenditures on public schools of about $1,700 in 1975-76 (U.S. National Center for Education Statistics, 1978, Table 73).
>
> The average costs of maintaining an inmate in an adult state prison in 1976 was $9,439 a year. (National Council on Crime and Delinquency, 1978, p. 7). Cost for juvenile institutionalization tends to be higher than prison costs, because more is spent on rehabilitation services for juveniles. It is estimated at $18,000 per year.

Activity Number 2
Page 6
Supplement B
(continued)

About 1.2 million persons aged 16 to 21 were not enrolled in school and were unemployed in 1977. They represented about 5 percent of the total population in the age group, but 14.7 percent of the non-student civilian labor force.

Carnegie Council on Policy Studies in Higher Education. *Giving youth a better chance: Options for education work and services*. San Francisco: Jossey-Bass, 1979.

Activity Number 2
Page 7
Supplement C

Cost of Dropouts to the Community

What happens to dropouts in your community?

Do they stay in the community?

Do they move away?

Other:

What is the cost of dropouts to your community?

Do they collect public assistance? If so, how much?

Do they collect unemployment? If so, how much?

Do they contribute to the cost of crime in your community? If so, how much?

How many dropouts of voting age are registered to vote?

Other costs:

How many dropouts return to their previous school? (percentage)

How many dropouts are furthering their education in some other way? (percentage)

G.E.D.
Alternative School
Vocational School
Diploma by Mail
Evening School
Other:

ACTIVITY:

Characteristics of Students

Activity Number 3
Page 1

PURPOSES:

1. The participants will be exposed to various characteristics of students with whom they work.
2. The participants will become aware of particular racial groups, home situations, or classes that should be considered when dealing with the dropout problem.

SUGGESTED TIME FRAME:

40 - 50 minutes

RESOURCES AND MATERIALS NEEDED:

- Information sheet entitled "Characteristics of Students" (Activity 3, Supplement A)
- School records or enrollment cards
- Clerical help (optional)

ACTIVITY:

Characteristics of Students

Activity Number 3
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Complete the data for pages 1 and 2 of "Characteristics of the Students" (Activity 3, Supplement A). A clerical person can help.
2. Make copies of each page of Supplement A, one for each participant and program facilitator.

DURING THE SESSION the Program Facilitator will:

1. Distribute copies of Supplement A.
2. Explain each section on page 1 and 2. Be sure to tell participants how data was gathered. Answer any questions that may arise. (15 minutes)
3. Divide participants into groups of five (5) people.

   or

   Organize a large group of not more than fifteen (15) people.
4. Have small groups discuss or lead a large group discussion on the topics listed on the bottom of page 2, Supplement A. (25 - 35 minutes)
5. Collect information sheets from this activity.

> Information on these sheets is confidential and should not be used for public exposure until a particular school district deems it necessary. The program may want to use this material in a small group of principals and staff members interested in dropout prevention. The advantages and disadvantages of raising this with the entire school staff should be weighed carefully.

Activity Number 3
Page 3
Supplement A

Characteristics of Students

The following information is desirable in exploring the characteristics of the students and determining their needs. *A caution exists, however, in obtaining the data.* If should be found in school district statistics or on students' enrollment cards and not by directing questions to individual students.

Percentage of Dropouts Among Races:

I	II	III	IV
Ethnicity	% Students in Total School Enrollment	% Students Represented in Dropout Rate	Is Column III higher than Column II?

Home Situation of the Total School Population:

_____% Students living with natural parents

_____% Students living with natural mother only

_____% Students living with natural father only

_____% Students living in foster home

_____% Students living with natural mother and step father

_____% Students living with natural father and step mother

_____% Students living with two step parents

_____% Students living alone or with roommates

_____% Other (specify)

_____% Other (specify)

Activity Number 3
Page 4
Supplement A
(continued)

Percentage of All Students in Various Courses:

Courses (e.g., English I, Foods II, PE 301)	Percentage of Students Enrolled in Class at Beginning of Grading Period	Percentage of Students Receiving Credit in Class at End of Grading Period	By What % is Column I Higher Than Column II

Topics for Discussion:

Drugs
Alcohol
"Street" Intelligence
Influence of gangs, racial groups, or other groups

ACTIVITY:

Focus on the Individual

Activity Number 4
Page 1

PURPOSES:

1. Participants will become more familiar with the characteristics of potential dropouts.

SUGGESTED TIME FRAME:

30 - 45 minutes

RESOURCES AND MATERIALS NEEDED:

- Transparency entitled "Characteristics of Potential Dropout" (Activity 4, Supplement A)
- Overhead projector
- Overhead marking pens (2 colors)

ACTIVITY:

Focus on the Individual

Activity Number 4
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make a transparency of the sheet entitled "Characteristics of Potential Dropouts" (Activity 4, Supplement A).
2. Cover the listing of characteristics on the right hand side of the transparency with a piece of paper.

DURING THE SESSION the Program Facilitator will:

1. Conduct a large group brain-storming activity. Ask participants to identify some of those characteristics which they attribute to potential dropouts.
2. Write participants' responses on the left hand side of the transparency.
3. Uncover the other half of the transparency and compare the two lists.
4. With another color of marking pen, draw lines between any two characteristics that are similar on both lists.
5. Discuss those that are not identified on both lists. The participants may not have identified some of the characteristics or may have identified additional characteristics.

Activity Number 4
Page 3
Supplement A

Cnaracteristics of Potential Dropouts

A. Attendance - absenteeism/truancy/ frequent tardiness

B. Education achievement

1. poor grades
2. failure of grade
3. failure or low math or reading score
4. lack of basic skills
5. failure in one or more schools
6. unable to tolerate structured activities
7. gifted and talented students (frequently bored with school)
8. low perceptual performance

C. Social Status

1. poor social adjustment; perhaps socially or emotionally disturbed
2. inability to relate to authority figures
3. expressed feelings of "not belonging"; lack of identification with school; limited extra-curriculur participation
4. immature, suggestible, easily distracted, lacks future orientation
5. unable to identify with people
6. low educational level of parents
7. siblings or parents have been dropouts
8. excessively stressful home life
9. absence of father from home

D. Developmental Level - verbal deficiency

E. Personal Situation

1. family problems
2. more mobile than other students
3. failure to see relevance of education to life experiences

F. Self Image - low level of self-esteem

ACTIVITY:

Examining Current Efforts

Activity Number 5
Page 1

PURPOSES:

1. Participants will analyze their school system's current practices and list those efforts which seem to aid dropout prevention.
2. Participants will examine these practices to determine possible areas of strengths and weaknesses in the school system's dropout prevention practices.

SUGGESTED TIME FRAME:

Flexible - as determined by Program Facilitator

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "Current Practices Which Affect Dropout Prevention" (Activity 5, Supplement A)
- Sheet entitled "Evaluating Your Efforts" (Activity 5, Supplement B).
- Blank sheets of paper

ACTIVITY:

Examining Current Efforts

Activity Number 5
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, two for each participant and program facilitator, of the sheet entitled "Current Practices Which Affect Dropout Prevention" (Activity 5, Supplement A).
2. Make copies, one for each participant and program facilitator, of the sheet entitled "Evaluating Your Efforts" (Activity 5, Supplement B).

DURING THE SESSION the Program Facilitator will:

1. Divide the participants into groups of 3-7 members each.
2. Distribute blank paper to each group.
3. Instruct groups to brainstorm and list the programs and activities currently offered in your school that seem to aid dropout prevention, whether or not these efforts are specifically designed for that purpose.
4. Have groups mark the five or ten practices they listed which seem most important to dropout prevention in their school system.
5. Distribute two worksheets from Supplement B to each participant.
6. Instruct groups to list the practices which they have marked on the chart under the column, "Current Practices Aiding Dropout Prevention."
7. Have groups complete the chart for each of the practices they have listed. (*Time will vary depending on groups, so watch closely to see when most groups are finishing.*)
8. Distribute the sheets from Supplement B to each participant.
9. Instruct groups to discuss the information requested on Supplement B and record their ideas.
10. Conduct a large group discussion having each of the smaller groups share their results.

Activity Number 5
Page 3
Supplement A

Current Practices Which Affect Dropout Prevention

Current Practice Aiding Dropout Prevention	Who Does It Serve?	*How Many Served? (approx.)*	How Does the Practice Aid Dropout Prevention?	How Effective is the Practice?
Example: *Senior Work-Study*	*Second Semester Seniors*	*40*	*Students must attend class before work. Students look forward to practical education.*	*It's very popular among those who participate--but many potential dropouts do not qualify for program.*

636

637

Evaluating Your Efforts

Activity Number 5
Page 4
Supplement B

Directions: On the basis of the information gathered during the brainstorming session, and as a result of completing the chart of Supplement A, discuss the following questions.

1. What are the current practices which seem most helpful in aiding dropout prevention? Why do they work?

2. How might these areas of strengths be modified or expanded to increase effectiveness?

3. Do the current practices seem to be similar or diverse in nature? For example, would you categorize the majority as tutorial or basic skills, counseling, work experience, alternative curriculum, or parent involvement approaches?

4. Where do there seem to be gaps in services? Is there an age group or type of student whose needs are not being adequately met?

5. What efforts might be proposed to meet these needs?

ACTIVITY:

Identifying Small-Scale
Dropout Prevention Activities

Activity Number 6
Page 1

PURPOSES:

1. Participants will brainstorm and list minor additions, changes, and/or modifications that could aid a school system's dropout prevention efforts.

SUGGESTED TIME FRAME:

30 - 40 minutes

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "Considering Possible Small-Scale Dropout Prevention Activities" (Activity 6, Supplement A)

ACTIVITY:

Identifying Small-Scale
Dropout Prevention Activities

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant and program facilitator, of worksheet entitled "Considering Possible Small-Scale Dropout Prevention Activities" (Activity 6, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Present the concept that not all dropout prevention efforts need to be introduced on a grand scale involving increased staffing and other expenditures. In fact, it is sometimes advantageous to begin small and look for less radical means to improve the dropout rate.
2. Distribute the worksheet from Supplement A to each participant.
3. Instruct participants to brainstorm and list their suggestions on Supplement A worksheet for dropout prevention activities that would not require additional staffing or significant expense.
4. Have groups or individuals share their suggestions with each other.

Activity Number 6
Page 3
Supplement A

Considering Possible Small-Scale Dropout Prevention Activities

Directions: In your small group, brainstorm and list possible changes, additions, modifications, and/or deletions to your school system's current practices that could aid dropout prevention while not requiring additional staff or significant expense. The idea here is to think broadly, but also to think small ... Possible examples are offered below.

counseling - a small scale adopt-a-student plan

tutorial - study hall teacher could act as tutor

work-related - part time placement services could be strengthened

parent involvement - parents can be called when student is absent

alternative curriculum - a personal development course could be offered

ACTIVITY:

Selecting the Staff and Staffing Pattern

Activity Number 7
Page 1

PURPOSES:

1. Participants will gain experience in selecting the staff and the staffing pattern for a dropout prevention program.

SUGGESTED TIME FRAME:

1 - 2 hours

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "Suggested School Profile" (Activity 7, Supplement A)

(The school profile is provided as a hypothetical example of a school with a dropout prevention effort. The program facilitator may wish to change some of the characteristics listed on the worksheet to better represent their own school profile.)

ACTIVITY:

Selecting the Staff and Staffing Pattern

Activity Number 7
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant of the worksheet entitled "Suggested School Profile" (Activity 7, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Divide participants, or have them divide themselves into small groups of 3-5 members.
2. Distribute the worksheet from Supplement A to participants.
3. Read the following directions to participants:

> The principal has charged your committee with the assignment to:
>
> (1) propose the number of staff needed for the dropout prevention program or activity,
>
> (2) identify the personal and professional characteristics of the proposed staff members,
>
> (3) propose a pattern for staffing the program, and
>
> (4) justify the rationale for hiring the dropout prevention staff, either from within or from outside the system.

4. Inform participants that they will have approximately 45 minutes to complete the task.
5. Assemble participants into a large group to share their results of the assignment.

Activity Number 7
Page 3
Supplement A

Suggested School Profile

School:

high school - grades 10-12
located on the edge of town

Student Population:

500 students
white middle-class
mixed academic achievement
approximately 40% of the students go on to college
dropout rate = 8% of each class
incidents of drug abuse are increasing

Community:

rural suburb of large city (pop. 10,000)
lower middle to middle class citizens
employment: industry, small business, and agriculture
large percentage of mothers work in neighboring large city

Dropout Prevention Effort:

has own classroom in middle of school
functions mainly as counseling-support program
participants attend all of their required classes
students are in dropout prevention program one class period per day for counseling, tutoring, and job skill development
students receive same amount of credit for dropout prevention program as all other classes
can serve 25 students
when students' attitudes, attendance, and achievement improve, students are referred out of program

Description of Participants of Dropout Prevention Effort:

Each student exhibits three or more of the following characteristics

chronic truancy
underachieving
disruptive in class
history of discipline referrals
not eligible for any special education programs
does not participate in school activities
withdrawn or antisocial

ACTIVITY:

Facility Types

Activity Number 8
Page 1

PURPOSES:

1. Participants will become aware of the possible advantages and disadvantages associated with three common facility arrangements for dropout prevention efforts through a presentation by the program facilitator. (Information on facility arrangements is found in the *Utilizing Facilities and Resources* of this handbook.)
2. During a simulation exercise, participants will be able to justify the use of an assigned facility arrangement, using previously presented advantages and disadvantages as an argumentative base.

SUGGESTED TIME FRAME:

45 minutes - 1-1/4 hours

RESOURCES AND MATERIALS NEEDED:

- Handouts entitled "Facilities Simulation" (Activity 8, Supplement A)

ACTIVITY:

Facility Types

Activity Number 8
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant of the handout entitled "Facilities Simulation" (Activity 8, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Briefly discuss the three facility types and the importance of choosing an appropriate facility. (Discussion found in *Utilizing Resources and Facilities*.)
2. Distribute the handout from Supplement A to participants.
3. Allow time (3 - 5 minutes) for participants to read over the handout.
4. Divide the group into four teams for a simulation exercise.
5. Inform participants that the objective of the simulation is to consider the most appropriate facility for a hypothetical dropout prevention effort. (This simulation will serve as a discussion of the advantages and disadvantages of the three primary types of facility arrangements.)
6. Assign three of the teams one of the plans (listed at the bottom of the first page and on the second page of Supplement A) to advocate.
7. Inform the fourth team that they will remain "free agents" to examine all three plans and ultimately decide which plan is chosen.
8. Set a time limit of twenty (20) minutes in which groups will prepare a three to four minute position statement supporting their assigned plan. The fourth team will use this time to review the merits and limitations of all three plans.
9. Have Teams 1, 2, and 3 elect a spokesperson to present their position statement to Team 4. After the three teams have given their formal statement, give teams the opportunity to refute any of the statements made by the other teams.
10. Allow ten (10) minutes for team 4 to prepare a statement which outlines their choice of plans and the reasons which support their choice. They will present the statement to the entire group.

Activity Number 8
Page 3
Supplement A

Facilities Simulation

A group of administrators and staff members are currently developing a dropout prevention effort for their high school. Greenbrook Senior High School is the only high school in the community and serves 1200 students in the 9th through 12th grades.

Their aim is to develop a four year alternative program of interdisciplinary and individualized classes which emphasize life skills and basic skills. It is hoped that this program will reach the alienated underachieving, and/or unmotivated potential dropouts who need special services but do not qualify for current EEN or SEN efforts. The purpose of the program is to reduce both the truancy and the dropout rates of the school and to help curb student disruptiveness. It is estimated that about 200 students (9-12) will participate in the program each year.

Program participants will spend half the day taking alternative classes and the other half day they may go home, participate in optional mainstreamed classes, or participate in a work-related program. A student who successfully completes all eight semesters in the alternative program will have earned all the credits required for graduation. Students may enter the program at the beginning of any semester and may exit the program at any semester's end.

Five teachers and one counselor have been assigned to work full time on the program. Since students participate on a half-time basis, the staff will instruct one group in the morning and another group in the afternoon.

Currently, program planners are struggling over where to house their alternative program. They have narrowed the choices down to the following three plans, all of which are feasible.

Plan 1 (Team #1)

The program can utilize the entire second floor of the old junior high building (an off-campus site) which is two blocks away from the high school Currently, the first floor of the building is used for administrative offices and the third floor is used for storage.

Plan 2 (Team #2)

A group of four classrooms, one with an adjoining office, can be assigned to the program. The rooms are located in the west wing of the school, near the industrial arts rooms.

Plan 3 (Team #3)

Alternative classes could be incorporated into regularly used facilities. The classes would be scheduled into any available room in the same manner that mainstreamed classes are (i.e., there would not be any specifically identified program space).

Team #4

You are "free agents" reviewing the merits and limitations of all three plans. Based on your own discussion and the presentations made by Teams 1, 2, and 3, you will ultimately be responsible for choosing the most appropriate facility for this dropout prevention effort.

ACTIVITY:

Securing School Personnel Resources

Activity Number 9
Page 1

PURPOSES:

1. Participants will become aware of and list possible services that school personnel can provide a dropout prevention effort.
2. Participants will list the names of potential school personnel who might provide these services.

SUGGESTED TIME FRAME:

30-45 minutes

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "School Personnel As Resources" (Activity 9, Supplement A).
- Group recorder

ACTIVITY:

Securing School Personnel Resources

Activity Number 9
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant plus extras, of the sheet entitled "School Personnel As Resources" (Activity 9, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Distribute the worksheet from Supplement A.

2. Option I

   Read over directions with participants. Allow 15 minutes for participants to list other services and suggest personnel. Suggestions should then be shared with the total group.

   or

   Option II

   This activity can be done orally with the program facilitator reading the service from Supplement A and the participants suggesting names of people. The suggestions should be recorded by a group recorder. Participants can also add more services to the list.

Supplemental Activity: The worksheet from Supplement A can be adapted so that school personnel can volunteer themselves as resource people. A brief description of the dropout prevention program and a listing of needed services should be included at the top of the sheet. School personnel can sign up for any of the services listed on Supplement A or make additions to the list.

Activity Number 9
Page 3
Supplement A

School Personnel As Resources

Directions: Listed in the left hand column are examples of ways school personnel can act as resources for a dropout prevention effort. Take a moment to list any other services that school personnel (both professional and non-professional) might provide. In the right hand column, list the names of possible candidates that might be asked to provide that service.

SERVICE	NAME(S) OF POSSIBLE RESOURCE(S)
1. help develop curriculum	
2. help evaluate materials	
3. teach a lesson	
4. help diagnose academic or social/emotional problems	
5. offer support services (e.g., counseling, health)	
6. provide referrals	
7. act as a tutor or other program volunteer	
8. act as a chaperone	
9. help evaluate the program	
10. share a hobby interest	
11. share previous or current employment experiences	
12. act as a special advisor/ friend for a student (adopt a student)	

ACTIVITY:

Securing Instructional Resources

Activity Number 10
Page 1

PURPOSES:

1. Participants will list the instructional resources they feel are necessary to operationalize the goals and objectives of their dropout prevention effort.
2. Participants will determine how these resources might be secured (e.g., through a publishing catalog, teacher made, etc.)
3. Participants will prioritize their list of instructional resources according to their importance for the program.

SUGGESTED TIME FRAME:

30-45 minutes

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "Securing Instructional Resources" (Activity 10, Supplement A)

ACTIVITY:

Securing Instructional Resources

Activity Number 10
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant of the worksheet entitled "Securing Instructional Resources" (Activity 10, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Distribute the worksheet from Supplement A.
2. Have participants complete the worksheet individually or in groups.
3. Share results with total group.

Activity Number 10
Page 3
Supplement A

Securing Instructional Resources

Directions: *In the left-hand column of this worksheet, list the instructional resources needed for your dropout prevention program. In the middle column, list a possible source of your resource and determine its priority in the last column.*

Needed Instructional Resource	Possible Source	Priority
e.g., textbook, reading kit, telephone, videotape recorder	e.g., teacher developed, commercially purchased (list publisher), borrowed, loan from community resource.	1 = must have 2 = important 3 = nice, but not essential

ACTIVITY:

Components of an Evaluation

Activity Number 11
Page 1

PURPOSES:

1. Participants will be exposed to the various components of an evaluation.

*This activity assumes that a need for an evaluation and type of evaluation has already been established. For further information on these topics, consult the sections of this handbook entitled *Assessing the Need for Dropout Prevention* and *Evaluating Dropout Prevention Efforts*.

SUGGESTED TIME FRAME:

1 hour

RESOURCES AND MATERIALS NEEDED:

- Information sheet entitled "Guide for Conducting an Evaluation" (Activity 11, Supplement A)

ACTIVITY:

Components of an Evaluation

Activity Number 11
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies of the handout entitled "Guide for Conducting An Evaluation" (Activity 11, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Conduct a group discussion on each of the components listed on Supplement A. The discussion should assist the group in coming to decisions regarding their evaluation.

Activity Number 11
Page 3
Supplement A

Guide for Conducting an Evaluation

The following questions are designed to be used as a guide in conducting an evaluation. They can also serve as reminders of things which need to be done.

Evaluation Task	Questions to consider
1. Identify the bounds of your evaluation.	How wide or how narrow will the focus of the evaluation be? Will the evaluation gather data on a specific in-school program, only or will all dropout prevention services including those offered in the community be studied?
2. Identify the audience(s) of the evaluation.	Who are the decision-makers? What decisions will they be making in the forseeable future? What are their information needs?
3. Formulate specific evaluation questions.	What do the decision-makers want to know about dropout prevention? Are they interested in the impact a well established program has on students or do they want information on how well a recently planned program is actually being implemented? Are questions clear and specific?
4. Identify types of information which will provide answers to your evaluation questions and the sources (people, existing records, and documents) of this information.	Have all superflous questions been eliminated? Has maximum use of time been made? Have needless expenditures of money been avoided?
5. Prepare the evaluation design.	What procedures or strategies will be followed to collect data that will answer evaluation questions? What sampling procedures will be used? What data collection devices will be employed? Are time schedules included in the evaluation design?

Activity Number 11
Page 4
Supplement A
(continued)

Evaluation Task	Questions to consider
6. Collect the data according to the evaluation design.	Are specific data procedures followed particularly when they deviate from the original design? Are they documented?
7. Process and analyze the data collected.	How will the data be analyzed? Who will analyze the data?
8. Prepare a report of the evaluation results for decision-makers.	For what audience will the evaluation report be written? Based on the audience, what information does the evaluation report need to include? What degree of detail to describe specific aspects is needed? What level of sophistication is needed for your audience? Are vocabulary and terminology used to describe the program appropriate to the audience? Is data revealing failures or problems included in the report? (This can be as valuable to improving efforts as information on successes.) Is the level of significance of results meaningful to education?
9. Disseminate the report of evaluation results to decision-makers and other audiences in an appropriate and timely manner.	Are results presented before decisions are made? What type of presentation is needed for the report (e.g., written, oral, etc.)?

ACTIVITY:

Talking to Community People

Activity Number 12
Page 1

PURPOSES:

1. Participants will develop their skills in describing the dropout prevention program goals to community members.

2. Participants will practive soliciting out-of-school support for a variety of dropout prevention activities.

SUGGESTED TIME FRAME:

Flexible - dependent on size of group

RESOURCES AND MATERIALS NEEDED:

- Sheet labeled "Titles of Cards of Community People" (Activity 12, Supplement A)
- Scissors
- Box

ACTIVITY:

Talking to Community People

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make one copy of the sheet labeled "Titles of Cards of Community People" (Activity 12, Supplement A).
2. Cut each title apart on Supplement A. Fold each title in half and place in a box.

DURING THE SESSION the Program Facilitator will:

1. Have each participant draw a title from the box.
2. Set the stage for role-playing and assign tasks:

   Ask participants to assume that they will be talking to busy people who are unfamiliar with either educational jargon or the dropout problem. Their task is to develop a brief narrative description of the dropout program and its need for various types of community support. They should write the narrative as if they were talking to the person whose title they have drawn.

3. Inform participants that their description should be simple and concise. Tell them that the purpose is two-fold: to give information and to solicit help. Remind them that this is a public relations opportunity. Even if no help or support seems feasible, it is a valuable opportunity to create an impression--hopefully, one of competence, courtesy, professionalism, and concern for the total community.
4. Allow 10 minutes for the preparation of role playing situations.
5. Let participants play the role in front of the whole group as they believe the individual would respond in the situation. If real people are known to the group, let personalities be interpreted into the situation.
6. Limit each exchange to three (3) minutes. Have others take notes on style, good points to emphasize, issues to clarify for future use, etc.

(continued)

(continued)

7. Lead a large group discussion in developing a standardized format for talking to these community people.

8. Make sure participants include these points in their discussion and arrive at some consensus as to how these will be handled.

   What protocols, for different organizations, businesses, etc., ought to be observed (i.e., do you address the president of a company as the personnel manager?).

   Can you deal with a social worker at the county level or must you contact his or her boss?

   How will calls be logged?

Activity Number 12
Page 4
Supplement A

Titles of Cards of Community People

Note: The Program Facilitator may want to make additions or substitutions to this list. Each of these items can be used more than once with the group.

Clergy

Chief of Police

Personnel Manager for a local manufacturer

YMCA/YWCA program committee chairperson

City Librarian

Mayor

City Council member

Physician

Owner of a restaurant who employs many youth from your school

Supervisor of City Recreation Department

Real Estate Broker

Social Worker

Union Leader

Presidents of community service organizations (Jaycees, Homemaker's Club)

ACTIVITY:

Improving and Increasing
Parent Involvement

Activity Number 13
Page 1

PURPOSES:

1. Participants will be exposed to several different ways of improving and increasing parent involvement in dropout prevention.
2. Participants will have an opportunity to develop a plan for initiating, preparing, and conducting a parent involvement activity.

SUGGESTED TIME FRAME:

45 minutes - 1-1/2 hours

RESOURCES AND MATERIALS NEEDED:

- Information sheet entitled "Improving and Increasing Parent Involvement" (Activity 13, Supplement A)

ACTIVITY:

Improving and Increasing Parent Involvement

Activity Number 13
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the sheet entitled "Improving and Increasing Parent Involvement" (Activity 13, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Distribute the information sheet from Supplement A.
2. Read over the directions with participants.
3. Option I

   Divide participants into groups of 2-4 members. Assign each group four (4) activities to develop.

   or

   Option II

   Assign each participant one (1) activity to develop.
4. Have participants share ideas with each other.

Activity Number 13
Page 3
Supplement A

Improving and Increasing Parent Involvement

Directions: *Listed below are ways in which educators can improve and increase parent involvement in their dropout prevention program. Describe how you would initiate, plan, and conduct these activities tailored to the needs of your dropout prevention program.*

Activities

1. Home visits
2. Phone calls
3. Flyers and newsletters
4. Conferences
5. Group classes
6. Socials
7. Family nights
8. Demonstrations
9. Suggestion box, peoples' forum
10. Classroom observation
11. Small group sessions in the home
12. Tutoring
13. Mini-teaching
14. Chaperones
15. "Jam Sessions"
16. A demonstration center - e.g., How to Discipline
17. A "How to Parent" newspaper
18. One-minute parenting tapes available for checkout use or telephone use
19. Classes in high schools in parenting
20. Parenting bilbiography lists made available in a school
21. Handouts on file at schools on all aspects of parenting

Adapted from: Vere De Vault, M. Parent involvement in your school. (Bulletin #9142). Madison, WI: Wisconsin Department of Public Instruction, June, 1977.

ACTIVITY:

Parent Support in Dropout Prevention

Activity Number 14
Page 1

PURPOSES:

1. The participant will be exposed to the various degrees of support from parents.
2. The participants will have the opportunity to practive obtaining parent support through simulated situations.

SUGGESTED TIME FRAME:

45 minutes

RESOURCES AND MATERIALS NEEDED:

- Sheets entitled "Parent Support for Dropout Prevention" (Activity 14, Supplement A), Narration (Activity 14, Supplement B), and "Parent Comments" (Activity 14, SUpplement C)
- Scissors
- Box

ACTIVITY:

Parent Support in Dropout Prevention

Activity Number 14
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the handout "Parent Support for Dropout Prevention" (Activity 14, Supplement A).
2. Make copies of the sheet entitled "Parent Comments" (Activity 14, Supplement C). (Make one copy if using Option I or ten copies if using Option II.)
3. Cut the parent comments apart on the broken lines and place in a box.

DURING THE SESSION the Program Facilitator will:

1. Distribute the handout from Supplement A.
2. Allow participants 7 - 10 minutes to read over the handout. Discuss if desired.
3. Introduce activity by saying:
4. Option I

   Choose two volunteers to begin the activity. Give one the narration from Supplement B to read. Give the other a chance to draw a parent comment from the box and read it aloud.

   or

   Option II

   Divide the participants into 10 groups. Distribute a narration sheet and parent comment sheet to each group. Ask groups to discuss the possible responses that the dropout prevention coordinator might give to the parent. Have groups present their situation to the total group.

(continued)

(continued)

5. Conduct a large group discussion of the strong and weak points of the narration and the possible response that the dropout prevention coordinator might give to that parent (if not previously done).

6. Continue through all ten parent comments following this same procedure. (Participants may wish to change the wording in the narration.)

Parent Support for Dropout Prevention

Activity Number 14
Page 4
Supplement A

Parent support for a dropout prevention program or activity is a factor contributing to the program's potential success. Support can be given by parents in various degrees as described below:

Acknowledgement Support: The parent gives permission for their son or daughter to be involved with the dropout prevention program or activity.

Verbal Support: The parent gives permission for their son or daughter to be involved with the program but also talks positively about the program (e.g, parent to dropout prevention coordinator: "Your program sounds like a good idea," Parent to student at home: "Why don't you go ask _____ (dropout prevention coordinator) for help?")

Believability Support: In addition to giving permission for support, the parent says things like: "This sounds like the answer for my son," of "A friend of ours had her daughter in a program like this and she stayed in school, so I know that it works."

Involvement Support: The parent gives permission for their son or daughter's inclusion in the program, but offers further assistance and wants to become involved in the program or activity (e.g., volunteering, accompanying student to AA, etc.).

The goal of parent support is to move parents through acknowledgement, verbal, and believability support toward involvement support. Of course, this is no simple task and it requires preparation, tact, and personable qualities from the dropout prevention coordinator.

The first contact is by far the most important contact with parents. It sets the tone for their dropout prevention support, therefore, it must be positive. There are several things that can help to make the first contact more positive. They are:

1. Tell the student that you would like to contact his or her parents to tell them about your program. Ask the student if there is any particular time not to call, like when their parent might be busy or asleep.

2. Give the parent some credibility in the conversation (e.g., "I'm sure you're aware of ..." or "You've probably seen...") This avoids putting the parents on the spot with direct questions like, "Are you aware of ...?"

3. If the parent goes off on a tangent about themselves or their child, let them continue until they are finished.

Activity Number 14
Page 5
Supplement A
(continued)

4. In suggesting that you would like to get together with them, there are several options:

    a. suggest going to their house if they don't have transportation. If they don't feel comfortable about this, don't push it.

    b. suggest meeting at school.

    c. suggest meeting in a neutral environment as in a restaurant or park. (Parents are usually in favor or this idea, but be prepared to be "stood up.")

5. Communicate to parents that they are a part of the future of their son or daughter. Sharing ideas and feelings, can help everyone to think that we're all in this together to help the student get through school.

6. Be a good listener!

7. Keep a smile on your face when talking to parents in person and even over the phone.

Narration

Activity Number 14
Page 6
Supplement B

Hello (Mr. or Mrs. ________________?) My name is ___________________ and I am a teacher at Greenbrook Middle School. Your (son or daughter) has been recommended by (his or her) teacher, counselors, and administrators to be considered for our project. Students are in our program because of a number of reasons ranging from absences or tardies to being withdrawn of disruptive in class. I'm sure you've noticed that _________________ (student) has had difficulty with some things in school. We'd like to sit down with you and ______________ (student) and talk about some of these things. Your (son or daughter) would come into our class for one period a day so that we would help (him or her) in his other subjects, do some counseling, or help (him or her) with employment skills like filling out a job application. Overall, what we're trying to do is to keep __________ (student) in school. It's really hard to get a good idea of our program over the phone, so would it be possible for us to get together and talk about this some more?

Activity Number 14
Page 7
Supplement C

Parent Comments

"Your program sounds like it's just what my daughter needs. Is there any way that I can help - my mornings are free?"

- - - - - - - - - - - - - -

"My son has never been good in school. What makes you think you can help him?"

- - - - - - - - - - - - - -

"You're talking about Laura missing school so much, aren't you? I work the split shift at the dairy from 4-8 a.m. and p.m. I can't take off work to make sure Laura goes to school. She's 15 years old and has got to take care of herself now."

- - - - - - - - - - - - - -

"My husband is an alcoholic and our son has a heart condition. Between those two, I just don't have time to come get involved with school."

- - - - - - - - - - - - - -

"I knew this was coming . . . You know that assistant principal up at school has always had it against Ron. If you'd get him out of there, my son wouldn't be in so much trouble in the first place."

- - - - - - - - - - - - - -

"My daughter's not going to drop out of school. I don't know why you think she needs a program like that."

- - - - - - - - - - - - - - -

"That sounds great. You get my son in your class and you make him make-up all his work and don't let him hang around with those wild friends of his."

- - - - - - - - - - - - - -

"I wish that Larry could be like his older brother. We never had a bit of trouble with him."

- - - - - - - - - - - - - - -

"You mean this is a class for the slow learners? My daughter doesn't need to be in that program."

- - - - - - - - - - - - - -

"Sure, I can come to school tomorrow, if that's OK?"

ACTIVITY:

Choosing an Advisory Committee

Activity Number 15
Page 1

PURPOSES:

1. Participants will become familiar with one method for selecting advisory committee members.
2. Participants will be able to make suggestions as to who should be on their advisory committee.

SUGGESTED TIME FRAME:

30 minutes - 1 hour

RESOURCES AND MATERIALS NEEDED:

- Worksheet entitled "Possible Candidates for an Advisory Committee" (Activity 15, Supplement A)
- Box (Option II)
- Scissors (Option II)

ACTIVITY:

Choosing an Advisory Committee

Activity Number 15
Page 2

PROCEDURE:

Option I

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the worksheet entitled "Possible Candidates for an Advisory Committee" (Activity 15, Supplement A).

DURING THE SESSION the Program Facilitator will:

1. Distribute the worksheet from Supplement A.
2. Inform participants that they can work individually or in groups. There task is to:
    a. suggest groups of people to serve on an advisory committee,
    b. discuss the advantages and disadvantages of having those people on the committee, and
    c. provide the names of specific individuals who might be included on the committee.
3. Allow 20 - 30 minutes for this activity.
4. If time permits, have participants share suggestions with the total group.

Option II

BEFORE THE SESSION the Program Facilitator will:

1. Write out on a piece of paper all the titles of people that could possibly be considered for service on an advisory committee. Your list might include the following:

   parents of both program and non-program students, students (former, current, potential dropouts, dropouts, or student

(continued)

(continued)

council members, representatives of local post-secondary schools/colleges, representatives from social service organizations, representatives of vocational education, representative of special needs segments, judicial system representative (Novak & Dougherty, 1979).

2. Cut the titles apart and place in a box.

DURING THE SESSION the Program Facilitator will:

1. Have participants draw a title out of the box.
2. Inform participants that they are to:
   a. discuss the advantages and disadvantages of having this person on their advisory committee
   b. provide names of specific individuals who might be included on the advisory committee from this group.
3. This will be done orally in a large group or smaller groups. A group recorder should be assigned to write down ideas.

Possible Candidates for an Advisory Committee

Activity Number 15
Page 4
Supplement A

Directions: *Suggest possible groups and names of people to include in an advisory committee. List the advantages and disadvantages of having them on the committee.*

Possible Groups of Candidates	Advantages	Disadvantages	Names or titles of potential individuals
Example: *teachers*	*1. know students*	*1. close to problem*	*Mr. Brown*

ACTIVITY:

Functions of an Advisory Committee

Activity Number 16
Page 1

PURPOSES:

1. Participants will be exposed to the general functions of an advisory committee.
2. Participants will determine possible functions of an advisory committee for dropout prevention.

SUGGESTED TIME FRAME:

1 hour or longer

RESOURCES AND MATERIALS NEEDED:

- Handout entitled "Functions of an Advisory Committee" (Activity 16, Supplement A)
- Chart entitled "What Can an Advisory Committee Do?" (Activity, 16, Supplement B)

ACTIVITY:

Functions of an Advisory Committee

Activity Number 16
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the handout entitled "Functions of an Advisory Committee" (Activity 16, Supplement A) and the chart entitled "What Can an Advisory Committee Do?" (Activity 16, Supplement B).

DURING THE SESSION the Program Facilitator will:

1. Distribute the handout from Supplement A to participants.
2. Allow participants 7 - 10 minutes to read the handout.
3. Read the following information to participants.

   You have explored some general functions of advisory committees, now lets look at some specific things an advisory committee can do with a dropout prevention program.

4. Distribute the chart from Supplement B to participants.
5. Participants may work individually or in self-selected groups.
6. Read the directions orally to participants. Inform them that their input in determining the functions of the advisory committee is essential in establishing an effective advisory committee.
7. Collect the charts which participants have completed.

Supplemental Activity: The charts completed by participants should be studied by the policy makers involved in determining the functions of the advisory committee. The suggestions will be valuable since participants will have an interest in dropout prevention.

Activity Number 16
Page 3
Supplement A

Functions of An Advisory Committee

The determination of functions of an advisory committee is essential to its effectiveness. Below is a listing of several of the functions of an advisory committee for vocational education. Read the list and select those areas that should be modified and included in a dropout prevention program advisory committee.

1. To speak on behalf of employers and employees from specific occupational areas.
2. To serve as a communication channel between the school and occupational groups in the community.
3. To list the specific skills and suggested related technical information for the program and courses required for entry into and promotion within a career area.
4. To advise on the type of skills, knowledges, and attitudes needed to prepare students for entering into a specific occupation.
5. To recommend physical facilities and types of equipment needed for a specific occupational program.
6. To make suggestions which will promote and assure the highest quality program.
7. To recommend standards of competency and achievement which are necessary for entry into employment and promotion within an occupational area.
8. To recommend competent personnel with appropriate educational, business, and industrial experience as potential instructors or administrators.
9. To assist with an evaluation of the program of instruction.
10. To suggest ways for improving the dissemination of program information to potential students and employers.
11. To assist in recruiting potential students, providing internships, and in locating appropriate jobs for qualified graduates.
12. To keep the school or college informed on current specific needs and changes in the labor market.
13. To provide a means for the school or college to inform the community of needed occupational programs.

14. To assess program needs in terms of the community.

15. To assist in long-term program planning.

Activity Number 16
Page 5
Supplement B

What Can An Advisory Committee Do?

Directions: The left hand column of the chart below contains a listing of possible components of a dropout prevention effort. After thinking about each component, write down some of the ways an advisory committee can have input into each area. Be as specific as possible.

Possible Components of a Dropout Prevention Effort	What input can an advisory committee have in this component?
Counseling (personal, group, and peer)	*(e.g., committee might suggest specific competent people to work in this area)*
Education Content (remedial, basic and survival skills, vocational education)	*(e.g, committee might assist in writing competencies for a particular course)*
Career Education	*(e.g., committee might advise school personnel of skills needed in any occupation such as completing a job application)*

Activity Number 16
Page 6
Supplement B
(continued)

Socialization Skills (self-concept development)	*(e.g., committee might assist in determining desired socialization skills for students)*
Parent Involvement	*(e.g., committee might strengthen relations through public contact)*
Employment (work experience, off-school site, job shadowing, work study)	*(e.g., committee might suggest possible sites for work study jobs)*
Learning Style (individualized curriculum self-contained learning centers)	*(e.g, committee might assist in reviewing techniques to assess learning style)*

Activity Number 16
Page 7
Supplement B
(continued)

School Structure (flexible schedule, truancy deterrent)	*(e.g., committee might advise educators on the minimum length of a student's day)*
Student Needs (tutoring, special class, contracting, study skills)	*(e.g., committee might assist in exploring different ways to meet students' needs)*
Serves Students (economically disadvantaged, minority, gifted, EEN, disruptive students)	*(e.g., committee might suggest possible ways to better meet the needs of various students)*
Inservice Programs	*(e.g., committee might suggest possible resource people to speak to staff)*

ACTIVITY:

Effective Advisory Committees

Activity Number 17
Page 1

PURPOSES:

1. Participants will become familiar with several elements that contribute to an advisory committee's effectiveness.
2. Participants will be given the opportunity to determine elements that will contribute to their own advisory committee's effectiveness.

SUGGESTED TIME FRAME:

45 minutes - 1 hour

RESOURCES AND MATERIALS NEEDED:

- Sheet entitled "Establishing An Effective Advisory Committee" (Activity 17, Supplement A)
- Sheet entitled "Advisory Committees Work Well When..." (Activity 17, Supplement B)

ACTIVITY:

Effective Advisory Committees

Activity Number 17
Page 2

PROCEDURE:

BEFORE THE SESSION the Program Facilitator will:

1. Make copies, one for each participant, of the sheet entitled "Establishing An Effective Advisory Committee" (Activity 17, Supplement A) and "Advisory Committees Work Well When..." (Activity 17, Supplement B.)

DURING THE SESSION the Program Facilitator will:

1. Inform participants that an effective advisory committee has certain basic elements which help it to function smoothly and effectively. Their task is to outline some of these elements.
2. Distribute the sheet from Supplement A to participants.
3. Read over the directions on Supplement A with participants. Tell participants to brainstorm and write down all the things they can think of that could contribute to the effectiveness of an advisory committee.
4. Inform participants that they have fifteen (15) minutes in which to brainstorm.
5. Distribute Supplement B to participants.
6. Have participants compare their list with Supplement B.
7. Ask if they would make any additions to their own list based on Supplement B.
8. Have participants share their ideas with the total group.

> Follow-up Activity: The elements of an effective advisory committee are further detailed in *Facilitating an Advisory Committee for Dropout Prevention.* It can be used in outlining specific guidelines for your advisory committee or evaluating its effectiveness after one has been established.

Activity Number 17
Page 3
Supplement A

Establishing An Effective Advisory Committee

Directions: Complete the worksheet by writing down all of the elements that could contribute to the effectiveness of your advisory committee. The following phrase can be used to begin your sentences:

Advisory committees work well when. . .

Activity Number 17
Page 4
Supplement B

Advisory Committees Work Well When...

Advisory committees work well when...

- ...the committee's duties and purposes are made clear (these should be appropriate for the members, not cumbersome, clerical, or beyond the capability of the group).
- ...the committee's authority is made clear (the more responsibility a committee is given the more responsibly it will act).
- ...the members are selected to assure achievement of the state objectives. (The members should also know how and why they were chosen.)
- ...the appropriate procedures for prompt and meaningful action are accepted.
- ...the most capable chairperson is appointed or elected.
- ...the problems that are dealt with are real.
- ...the exchange of ideas is free and members consider themselves to be equal partners in a worthwhile endeavor.
- ...the agenda is based on concerns which members consider important.
- ...the members get support from staff.
- ...the members have or get firsthand familiarity with the program operation they are advising.
- ...the sub-committee work is handled smoothly.
- ...the problems that are faced require a wide divergence of information and careful judgement which is unavailable in any one individual.
- ...the individual members have ample opportunity to participate (such participation will generate greater interest - when a person helps formulate a plan, he or she becomes more concerned that it is implemented).
- ...the results are interpreted to the members. (Feedback fosters a sense of accomplishment and assures a continuity of purpose.)
- ...the committee evaluates its work periodically.

Source: Buontempo, G., & Klavon, M. Making the Most of Your Advisory Committee. Trenton, NJ: New Jersey State Deparement of Education, 1975, p. 2-3.